EL-MOASSER

Mathematics

By a group of supervisors

PARENTS' GUIDE

معـاك
Ma3ak App
Interactive Application
For Distance Learning

بتصريح وتحت إشراف
MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
وزارة التربية والتعليم والتعليم الفني

Part 2

DISCOVER

1ST Primary 2021
SECOND TERM

EL-MOASSER

Mathematics

Parents' Guide

By a group of supervisors

Part 2

DISCOVER

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1ST
Primary

SECOND TERM

Index

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Outcomes

Describe the skills your child will learn in this lesson.

Key vocabulary

New vocabulary your child need to learn through this lesson.

What your child has learned at school.

Help your child by reading the direction for him / her and let he / she answer the question.

Extra activities to share with your child at home.

Scan the QR code using your phone and let your child enjoy learning math through playing games.

3

Daily activities

The activities in this book are arranged according to the sequence of the daily practice in the class.

Title

The page title describes the skills your child will learn in the pages.

Stickers

Place a sticker on each page as your child finish.

Directions

What your child needs to do for the activity.

Lesson 61

• Longer than & shorter than
• Relative positions

Place a sticker

Draw a rope that is longer than this rope.

Draw a pencil that is shorter than this pencil.

Lots of practice

Let your child answer the question, then review the child's work.

Complete.

✿ _____ Is on the left of Ahmed

✿ _____ is on the right of Mina

Extra Activities

Extra activities you might want to do with your child to further reinforce the skill or simply make it more enjoyable.

Ashraf   Mina

Ahmed

Notes for parents :
• Ask your child to point to an object shorter than the door of his / her room.
• Ask him / her to raise his/her right hand.

21

Step - by - step learning

Step 1 **Read** the directions for your child.

Step 2 **Explain** the skills. Make sure that your child understand what to do.
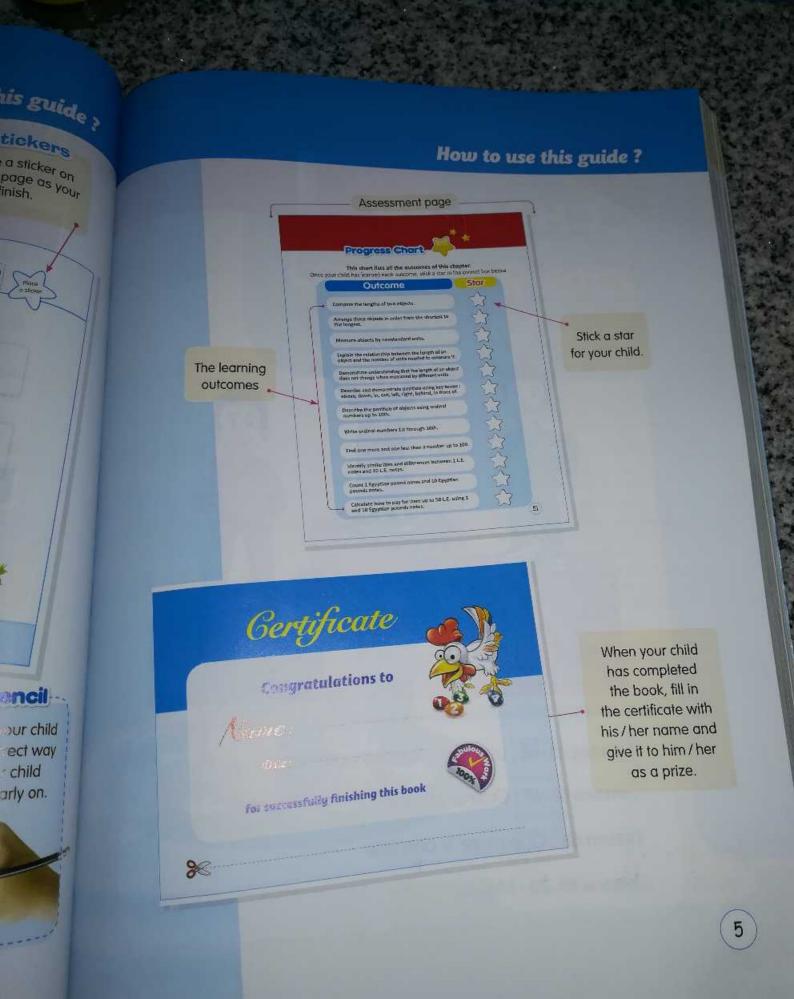
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How to hold a pencil

It is important that you help your child hold his / her pencil in the correct way as shown here to ensure your child develop the right technique early on.

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a sticker on
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Place
a sticker

Assessment page

Progress Chart

This chart lists all the outcomes of this chapter.
Once your child has learned each outcome, stick a star in the correct box below

Outcome	Star
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Demonstrate understanding that the length of an object does not change when measured by different units	
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Describe the position of objects using ordinal numbers up to 10th.	
Write ordinal numbers 1st through 10th.	
Find one more and one less than a number up to 100	
Identify similarities and differences between 1 L.E. notes and 10 L.E. notes.	
Count 1 Egyptian pound notes and 10 Egyptian pounds notes.	
Calculate how to pay for them up to 50 L.E. using 1 and 10 Egyptian pounds notes.	

51

The learning
outcomes

Stick a star
for your child.

Certificate

Congratulations to

Name :

Date :

Fabulous
WORK
100%

for successfully finishing this book

ncil

ur child
ect way
child
arly on.

When your child
has completed
the book, fill in
the certificate with
his / her name and
give it to him / her
as a prize.

CHAPTER 1

2nd

1st

3rd

61-65

Lengths – Relative positions

Outcomes

Students will :
- Compare the lengths of two objects.
- Arrange three objects in order from the shortest to the longest.
- Measure objects by nonstandard units.
- Explain the relationship between the length of an object and the number of units needed to measure it.
- Demonstrate understanding that the length of an object does not change when measured by different units.
- Count by ones and tens.
- Describe and demonstrate position using key terms : above, down, in, out, left, right, behind, in front of.

Key vocabulary

- Length	- Longer than
- Shorter than	- Longest
- Shortest	- Long
- Short	- Measure
- Compare	- In front of
- Behind	- Right
- Left	- In
- Out	- Up
- Down	- Above - Below

Length

The length of an object is how long it is.

This piece of rope is short.

This piece of rope is long.

You can compare lengths using a starting line.

Same lengths

Starting line

Different lengths

Starting line

Longer

Shorter

Circle the object that is longer.

Color the object that is shorter.

Circle the two objects that have the same length.

Arranging lengths

To arrange some objects in order you better line them up first.

Arrange from the tallest to the shortest.

| 3 | 1 | 5 | 2 | 4 |

| 4 | 2 | 5 | 1 | 3 |

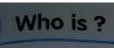| 2 | 5 | 3 | 4 | 6 | 1 |

What the student has learned at school :

The student arranged some objects from the shortest to the longest.

Activities at home :

Bring some objects and line them up, then ask your child to tell you the longest object, the shortest object and the objects have the same length, then arrange them from the shortest to the longest.
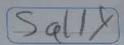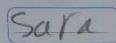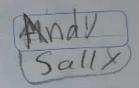
Play & learn

Who is ?

Hany   Sara   Andy   Sally

✿ Who is the tallest ?   Sally

✿ Who is the shortest ?   Sara

✿ Who is taller than Sara and shorter than Hany ?   Andy Sally

Arrange from the shortest to the longest.

D E B C A

A B C D E

Arrange from the longest to the shortest.

A
B
C
D
E

E B D C A

Measuring length

How long is your desk ?

"Use popsicle stick 🟠 as a length unit"

❄ It took 5 popsicle sticks to reach from start to end of the desk.

❄ The desk is 5 popsicle sticks long.

Play & learn

Measure the length of each object.

6 📎

Maths

3 🟡

6 🔵

6 🟪

3 🟡

5 📎

Use ✏️ as a length unit to measure the length of each item, then use 📎 as a unit to measure the same items.

Pen

The length = 3 ✏️
or = 6 📎

Ruler

The length = 7 ✏️
or = 14 📎

What the student has learned at school :

The student recognized the relationship between the length of an object and the number of units needed to measure it. i.e. the longer object needs more units to be measured than the shorter one.

Book

The length = 2 ✏️
or = 4 📎

Activities at home :

• Trace your child's foot on a paper.

• Let your child use different units to measure the length of his/her foot.

• Ask your child to draw a picture of each unit used to measure and record how many.

✏️ **The order of items from the shortest to the longest is :**

Pen , Book , Ruler

Relative positions

The dog is going **down**

The dog is going **up**

_on_ The dog is **above** the house

The dog is **below** the house
under

The dog is **on the left of** the boy

The dog is **on the right of** the boy

Where is the dog?

The dog is **in front of** the house

The dog is **behind** the house

The dog is **in** the house

The dog is **out** the house

- The is **in front of** the

- The is **behind** the

Draw ▢ around what is **behind** the

Draw ◯ around what is **in front of** the

Play & learn

- The 🔴 is **on the right of** 👨.
- The 🚗 is **on the left of** 👨.

✏️ Draw ◯ around what is **on the left of** the 🦁

Draw △ around what is **on the right of** the 🦁

In

Out

- The 🐕 is **in** the 🏠.

- The 🐕 is **out** the 🏠.

✏️ Draw ☐ around what is **in** the 🥣

✏️ Draw △ around what is **out** the 🛶

PARENT'S GUIDE
in MATHEMATICS

1st
Primary
Second Term

Dear parents...

This guide is intended to help you work with your child to improve his / her high ordered thinking (H.O.T.) in mathematics.

It contains activities which are arranged according to the daily practice at school. Each of them has been prepared in harmony with what your child learned at school, and focusing on specific skills.

You will find in each page of this guide, a hint about what your child learned at school, and the related home activities.
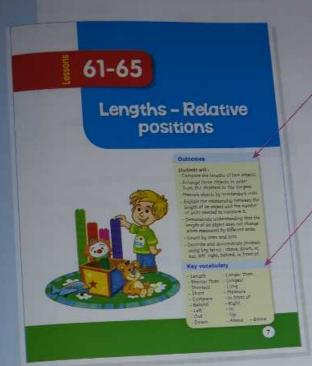
Each activity is clearly labeled with the skill it teaches, and with some additional information, and further activities or experiments written especially for you.

The book is designed in an artistic and beautiful way, to make your child appreciate colorful illustrations and have fun doing the different exercises.

For a better use of this guide, and for getting better results, here are some remarks and suggestions for you, parents :

- Try to make your child's learning time secure and happy.

- Do your best to transmit the message that learning is challenging, enjoyable, and rewarding.

- When you are working with your child using this guide, encourage him / her to talk and to explain (Why? How? ...)

- Connect math to daily life, and encourage your child to tell or show you how he or she uses math in daily life.

- Praise your child's successes and encourage his or her efforts.

- Offer positive help when your child makes a mistake, and treat errors as opportunities to help your child learn something new.

Lessons 61-65

Lengths – Relative positions

Outcomes

Describe the skills your child will learn in this lesson.

Key vocabulary

New vocabulary your child need to learn through this lesson.

What your child has learned at school.

Help your child by reading the direction for him / her and let he / she answer the question.

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The activities in this book are arranged according to the sequence of the daily practice in the class.

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The page title describes the skills your child will learn in the pages.

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Place a sticker on each page as your child finish.

Directions

What your child needs to do for the activity.

Lesson **61**

• Longer than & shorter than
• Relative positions

Place a sticker

Draw a rope that is longer than this rope.

Lots of practice

Let your child answer the question, then review the child's work.

Draw a pencil that is shorter than this pencil.

Complete.

✿ [   ] is on the left of Ahmed

✿ [   ] is on the right of Mina

Extra Activities

Extra activities you might want to do with your child to further reinforce the skill or simply make it more enjoyable.

Ashraf   Mina

Ahmed

Notes for parents :
• Ask your child to point to an object shorter than the door of his / her room.
• Ask him / her to raise his/her right hand.

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Step - by - step learning

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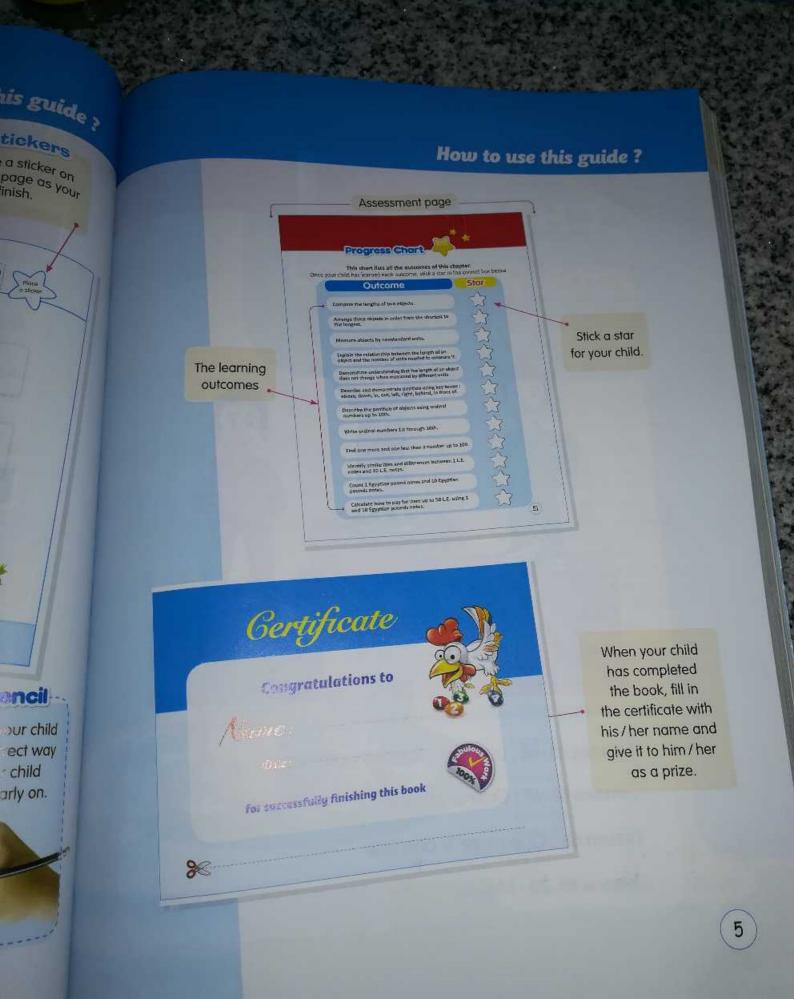
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4

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Place
a sticker

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51

The learning
outcomes

Stick a star
for your child.

Certificate

Congratulations to

Name :

Date :

for successfully finishing this book

Fabulous
100%
WORK

When your child
has completed
the book, fill in
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his / her name and
give it to him / her
as a prize.

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child
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CHAPTER 1

2nd   1st   3rd

Lengths – Relative positions

Outcomes

Students will :
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- Compare	- In front of
- Behind	- Right
- Left	- In
- Out	- Up
- Down	- Above - Below

Length

The length of an object is how long it is.

This piece of rope is short.

This piece of rope is long.

You can compare lengths using a starting line.

Same lengths
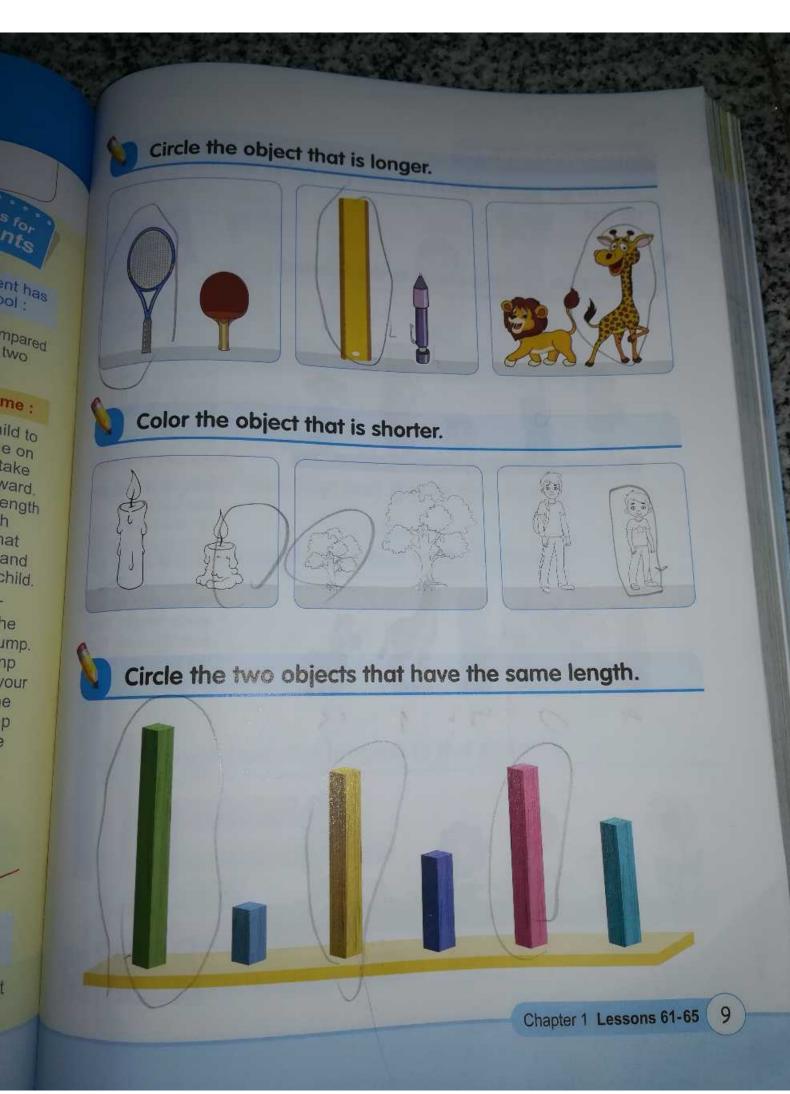
Starting line

Different lengths

Starting line

Longer

Shorter

What the student has learned at school :

The student compared the lengths of two objects.

Activities at home :

• Invite your child to stand on a line on the floor and take a big step forward. Measure the length of the step with yarn. Cut off that length of yarn and give it to your child.

• Then have your child stand on the line again and jump. Measure the jump with yarn. Help your child compare the step and the jump by comparing the yarn lengths.

Calendar (Daily routine) :

Ask your child about today's date.

✏️ Circle the object that is longer.

✏️ Color the object that is shorter.

✏️ Circle the two objects that have the same length.

Arranging lengths

To arrange some objects in order you better line them up first.

✏️ **Arrange from the tallest to the shortest.**

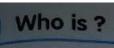**What the student has learned at school :**

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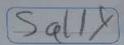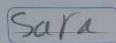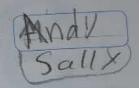
| 3 | 1 | 5 | 2 | 4 |

| 4 | 2 | 5 | 1 | 3 |

| 2 | 5 | 3 | 4 | 6 | 1 |

Play & learn

Who is ?

Hany Sara Andy Sally

* Who is the tallest ? **Sally**

* Who is the shortest ? **Sara**

* Who is taller than Sara and shorter than Hany ? **Andy** **Sally**

Arrange from the shortest to the longest.

D **E** **B** **C** **A**

A B C D E

Arrange from the longest to the shortest.

A
B
C
D
E

E **B** **D** **C** **A**

Measuring length

How long is your desk ?
"Use popsicle stick / as a length unit"

❀ It took 5 popsicle sticks to reach from start to end of the desk.

❀ The desk is 5 popsicle sticks long.

Measure the length of each object.

Maths

6 🔗

3 🟧

6 🔵

6 🟪

3 🟧

5 🔗

Use ✏ as a length unit to measure the length of each item, then use 📎 as a unit to measure the same items.

Pen

The length = _3_ ✏

or = _6_ 📎

Ruler

The length = _7_ ✏

or = _14_ 📎

Book

The length = _2_ ✏

or = _4_ 📎

The order of items from the shortest to the longest is :

| Pen | , | Book | , | Ruler |

The dog is going **down**

The dog is going **up**

on The dog is **above** the house

The dog is **below** the house
under

The dog is **on the left of** the boy

The dog is **on the right of** the boy

Where is the dog?

The dog is **in front of** the house

The dog is **behind** the house

The dog is **in** the house

The dog is **out** the house

- The 🚲 is **in front of** the 🛵

- The 🚲 is **behind** the 🚗

✏️ **Draw** ☐ **around what is behind the** 🐒

Draw ◯ **around what is in front of the** 🐿️

Play & learn

- The 🟥 is **on the right of** 👨‍🔧 .   • The 🚗 is **on the left of** 👨‍🔧 .

✏️ Draw ⬭ around what is **on the left of** the 🦁

Draw △ around what is **on the right of** the 🦁

In

Out

- The 🐕 is **in** the 🏠.

- The 🐕 is **out** the 🏠.

✏️ Draw ☐ around what is **in** the 🥣

✏️ Draw △ around what is **out** the 〰️

Up / Down

Up

- The 🧒 is going **up** .

Down

- The 🧒 is going **down** .
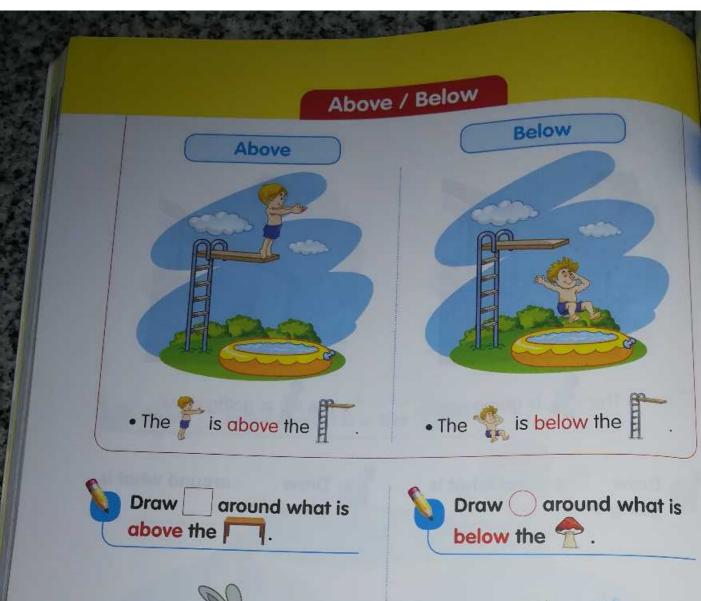
✏️ Draw ⬭ around what is going **up**.

✏️ Draw ⬭ around what is going **down**.

Above / Below

Above

Below

• The 🧒 is **above** the 🪜.

• The 🧒 is **below** the 🪜.

✏️ Draw ▢ around what is **above** the 🪑.

✏️ Draw ◯ around what is **below** the 🍄.

- **Longer than & shorter than**
- **Relative positions**

Place a sticker

Draw a rope that is longer than this rope.

Draw a pencil that is shorter than this pencil.

Complete.

❁ [_____] is on the left of Ahmed

❁ [_____] is on the right of Mina

Ashraf   Mina

Ahmed

Notes for parents :
- Ask your child to point to an object shorter than the door of his / her room.
- Ask him / her to raise his/her right hand.

- **Measuring length**
- **Relative positions**

How long are these objects ?

The length is _____

The length is _____

Match.

In   Out   Up   Down
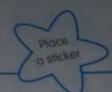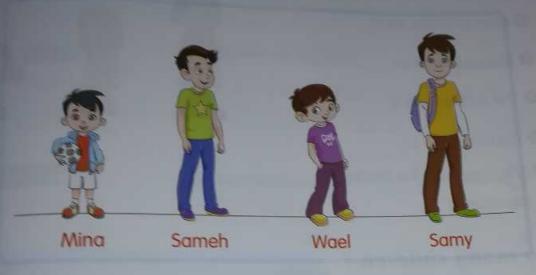
Notes for parents : Have your child to use a teaspoon to measure the length of the table.

- Comparing lengths
- Relative positions

Place a sticker

Circle the one that is taller than Mina and shorter than Sameh.

Mina   Sameh   Wael   Samy

Match.

Above   Below

Notes for parents : • Ask your child to compare the heights of 2 bottles.
• Ask your child to use above and below to tell about objects in relation to his / her head and feet.

- **Arranging lengths**
- **Relative positions**

Complete.

✿ Mary is shorter than ⬚

✿ Mary is taller than ⬚

✿ The shortest one is ⬚

✿ The tallest one is ⬚

✿ The order from the shortest to the tallest is ⬚ , ⬚ , ⬚

Samir   Mary   Atef

How many children ?

✿ There are ⬚ children in the circle.

✿ There are ⬚ children out the circle.

Notes for parents : Give your child some crayons that are different in length. Ask him/her to arrange them from the longest to the shortest.
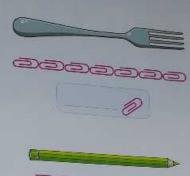
Measure the length of each of the following using 📎 as a unit.

Atef

You have 5 friends.

Ramy   Sara   Shady   Ayman   Judy
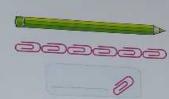
✿ Arrange your friends from the tallest to the shortest

[ ] , [ ] , [ ] , [ ] , [ ]

Notes for parents : Ask your child to find an object at home that is about 10 paper clips.

66-67

Ordinal numbers

Outcomes

Students will :
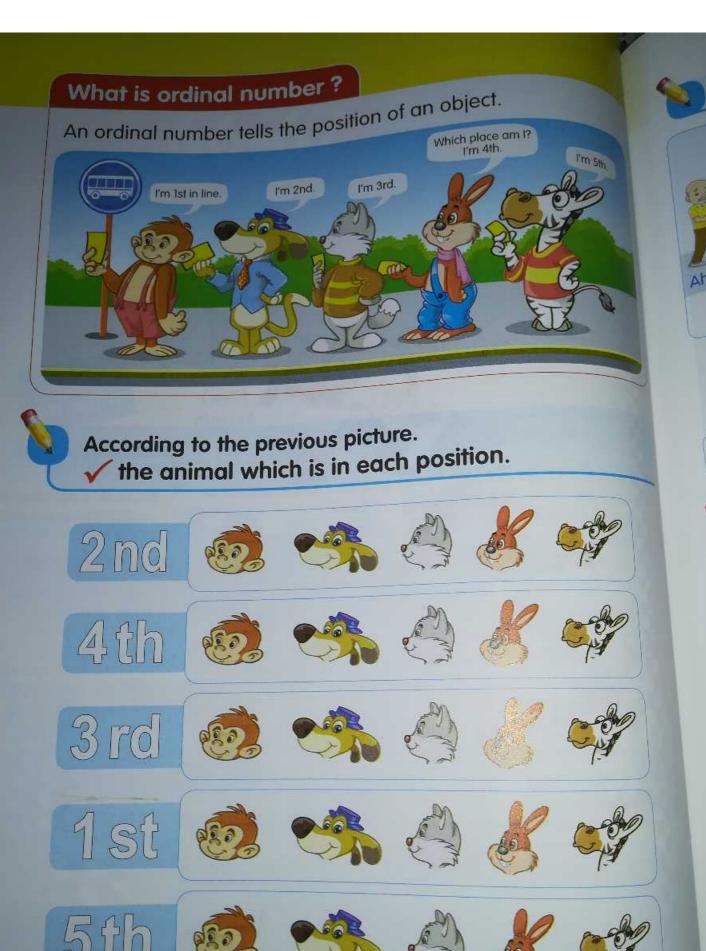
- Describe the position of objects using ordinal numbers to 10th

- Write ordinal numbers 1st through 10th.

Key vocabulary
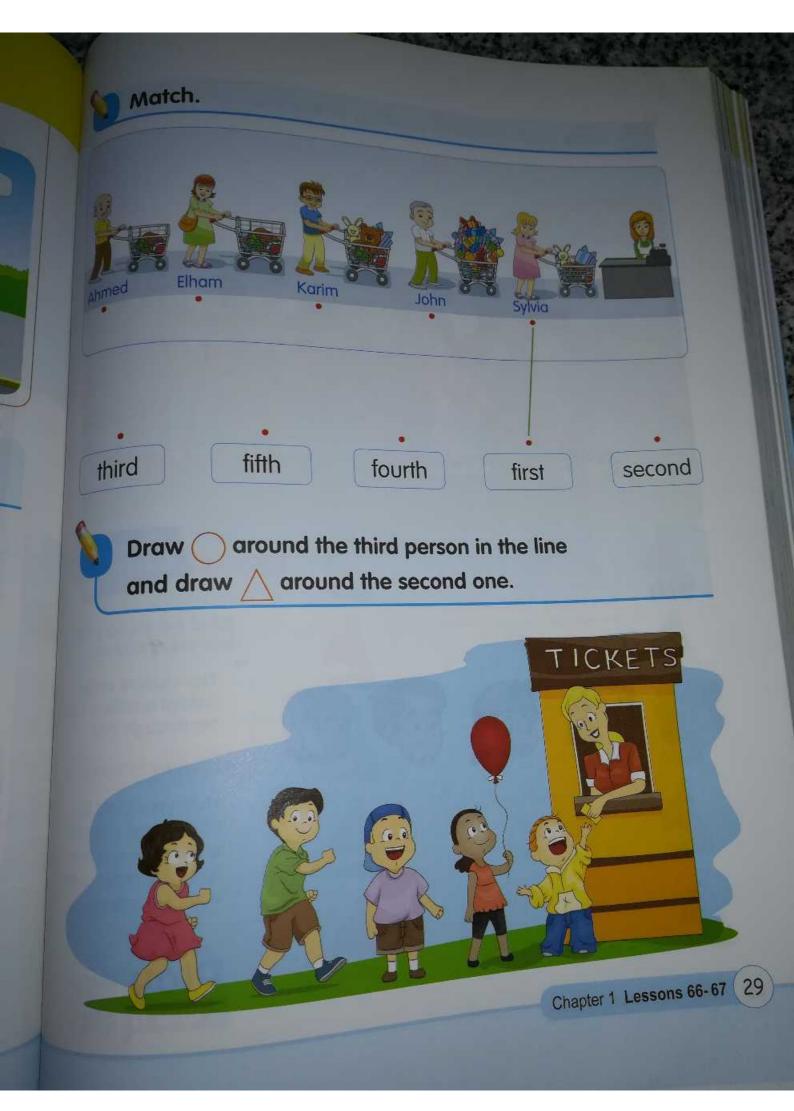
Ordinal numbers :
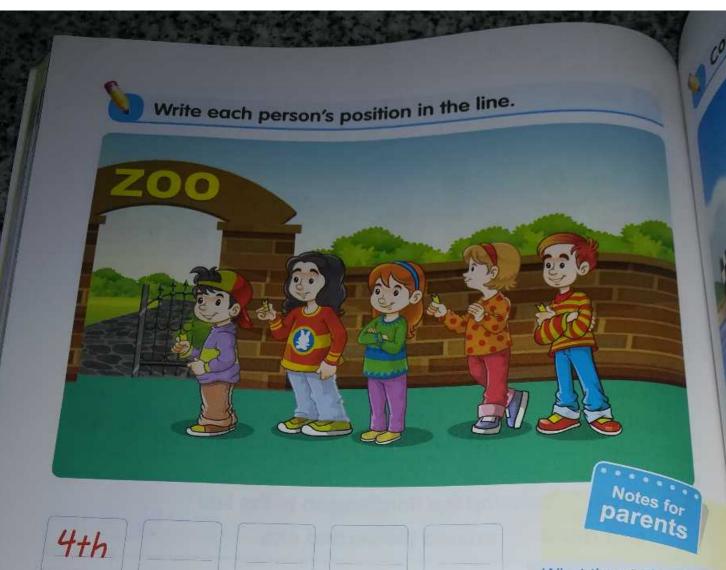
- 1st - 2nd - 3rd - 4th - 5th - 6th - 7th - 8th - 9th - 10th -
- first - second - third - fourth - fifth - sixth - seventh - eighth - ninth - tenth

Ordinal numbers

(10th) Tenth

(9th) Ninth

(8th) Eighth

(7th) Seventh

(6th) Sixth

(5th) Fifth

(4th) Fourth

(3rd) Third

(2nd) Second

(1st) First

What is ordinal number ?

An ordinal number tells the position of an object.

Which place am I?
I'm 4th.

I'm 1st in line.

I'm 2nd.

I'm 3rd.

I'm 5th.

According to the previous picture.
✓ the animal which is in each position.

2nd

4th

3rd

1st

5th

Match.

Ahmed   Elham   Karim   John   Sylvia

third   fifth   fourth   first   second

Draw ○ around the third person in the line
and draw △ around the second one.

Write each person's position in the line.

4th ☐ ☐ ☐ ☐

2nd

✎ Complete.

| 2nd | second | 🚤 (yellow boat) |
| | | |

✎ Complete.

2nd **second**

Write the ordinal number of your daily routine.

1st

Story order

Write **1st** to show what happened **first**.
Write **2nd** to show what happened **second**.
Write **3rd** to show what happened **third**.

Ordinal numbers

Match.

2nd   **4**th   **1**st   **3**rd   **5**th

Circle the word that tells the correct order of the circled picture (start from the arrow).

third   (fourth)

first   ninth

fifth   sixth

Notes for parents : Ask your child to use words like first, second or third to describe the position of items in a row.

Writing ordinal numbers
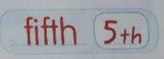
Write the ordinal number. "1st , 2nd , ..."

Write the order of the underlined figure
(start from the arrow).

fifth 5th

Notes for parents : Encourage your child to write 1st , 2nd , 3rd or .... to describe the position of any item in this page.

68

One more & one less

Outcomes

Students will :
- Find one more and one less than a number up to 100
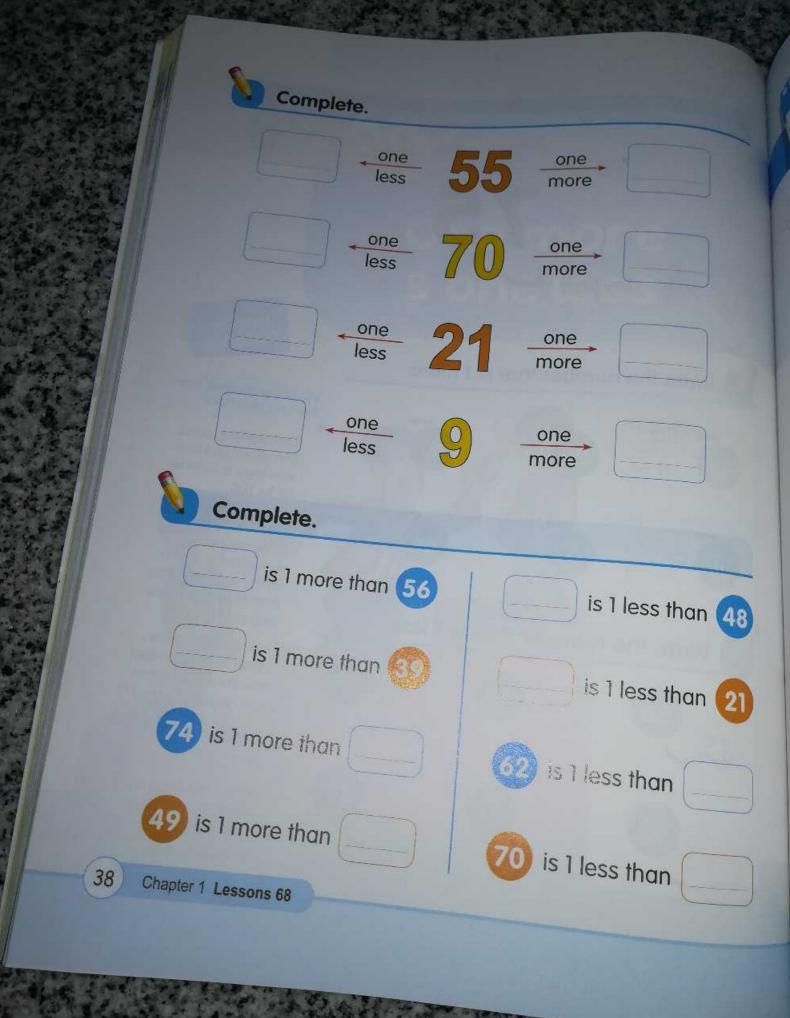
Key vocabulary
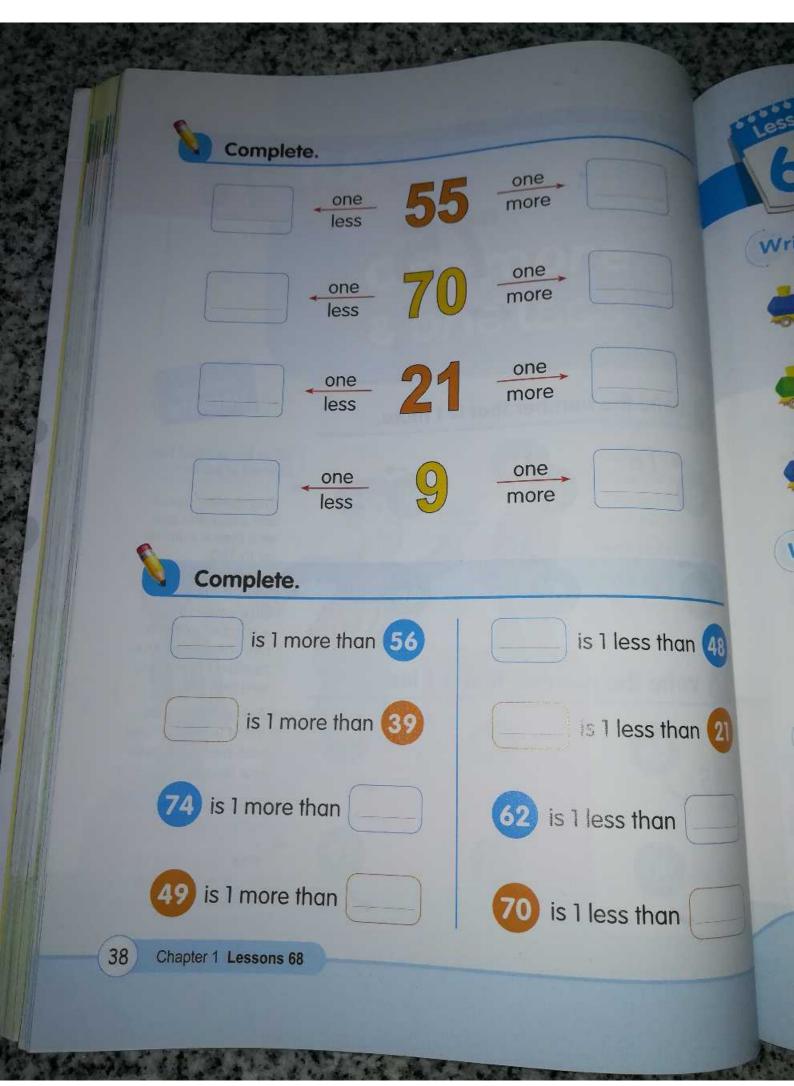
- One more
- One less

One more **76**

75

74 One less

Notes for parents

✏️ **Write the number that is 1 more.**

15 → 16

22 →

60 →

39 →

81 →

66 →

What the student has learned at school :

The student found one more and one less than a number up to 100.

Activities at home :

- Give your child a number and ask him / her to find the numbers one more and one less.

- Ask questions as : What is the number one more/one less our house number ?

✏️ **Write the number that is 1 less.**

86
85 ↙

44
→

59
→

90
→

31
→

19
→

Calendar (Daily routine) :

Ask your child to put x on his / her birthday on his / her calendar.

✏️ **Complete.**

☐	← one less	**55**	one more →	☐
☐	← one less	**70**	one more →	☐
☐	← one less	**21**	one more →	☐
☐	← one less	**9**	one more →	☐

✏️ **Complete.**

☐ is 1 more than **56**

☐ is 1 more than **39**

74 is 1 more than ☐

49 is 1 more than ☐

☐ is 1 less than **48**

☐ is 1 less than **21**

62 is 1 less than ☐

70 is 1 less than ☐

Complete.

☐	← one less **55** one more →	☐
☐	← one less **70** one more →	☐
☐	← one less **21** one more →	☐
☐	← one less **9** one more →	☐

Complete.

☐ is 1 more than **56**   ☐ is 1 less than **48**

☐ is 1 more than **39**   ☐ is 1 less than **21**

74 is 1 more than ☐   **62** is 1 less than ☐

49 is 1 more than ☐   **70** is 1 less than ☐

One more – One less

Place a sticker

Write the missing numbers.

24	25	26

	40	

	14	

	37	

	59	

	83	

Write the number that is 1 more.

12   30   19

Write the number that is 1 less.

10   27   21

Money

Toys Shop

21 L.E.

28 L.E.

50 L.E.

33 L.E.

45 L.E.

20 L.E.

Outcomes

Students will :

- Identify similarities and differences between 1 L.E. notes and 10 L.E. notes.

- Count 1 Egyptian pound notes and 10 Egyptian pounds notes.

- Calculate how to pay for item up to 50 L.E. using 1 and 10 Egyptian pounds notes.

Key vocabulary

- Buy
- 10 L.E.
- Pound
- Pay
- 1 L.E.
- Money
- Price

One Pound

Front

Back

Front

Back

Ten Pounds

Front

Back

What the student has learned at school :

The student recognized 1 L.E. and 10 L.E.

Activities at home :

Give your child 1 pound note and 10 pounds notes and explain that 10 notes of 1 pound equal one note of 10 pounds.

Calendar (Daily routine) :

Ask your child to look at the calendar, ask him/her : are there more Friday or Monday this month ?

✏️ **Circle the amount that is more.**
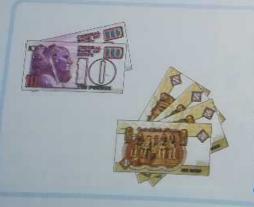
Write the amount of each group.

_____ L.E.

_____ L.E.

_____ L.E.

_____ L.E.

Can you buy it ? Yes or No.

Toys Shop

21 L.E.   28 L.E.   44 L.E.

20 L.E.   45 L.E.   33 L.E.

21 L.E.

YES!

NO!

18 L.E.

YES!

NO!

44 L.E.

YES!

NO!

20 L.E.

YES!

NO!

45 L.E.

YES!

NO!

33 L.E.

YES!

NO!

Match to the suitable price.

Comparing money

Place a sticker

Put >, < or =.
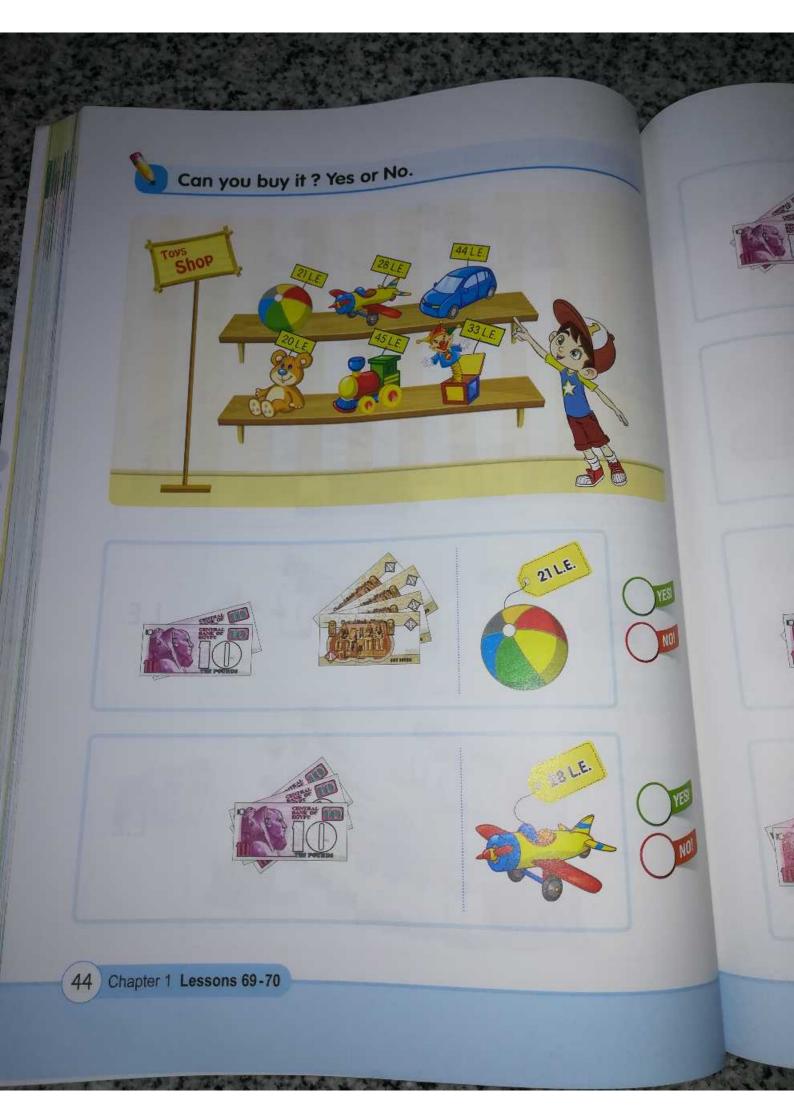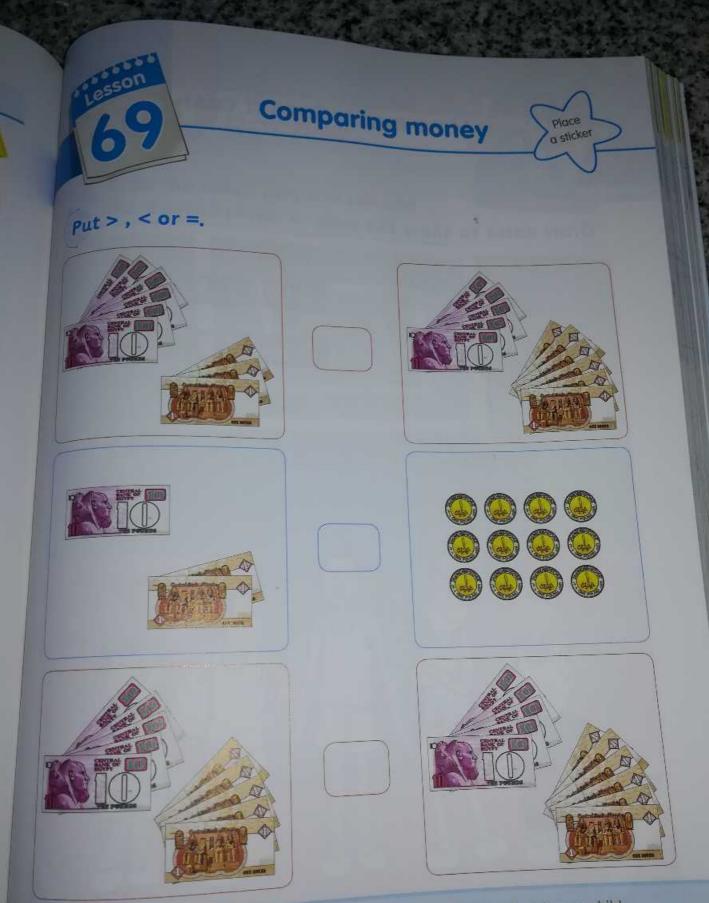
Notes for parents : Look at the prices in a newspaper advertisement. Ask your child to compare two prices by telling which is more and which is less.

Draw notes to show the cost.

23 L.E.

| 10 POUNDS | 10 POUNDS |
| 1 POUND | 1 POUND | 1 POUND |

38 L.E.

13 L.E.
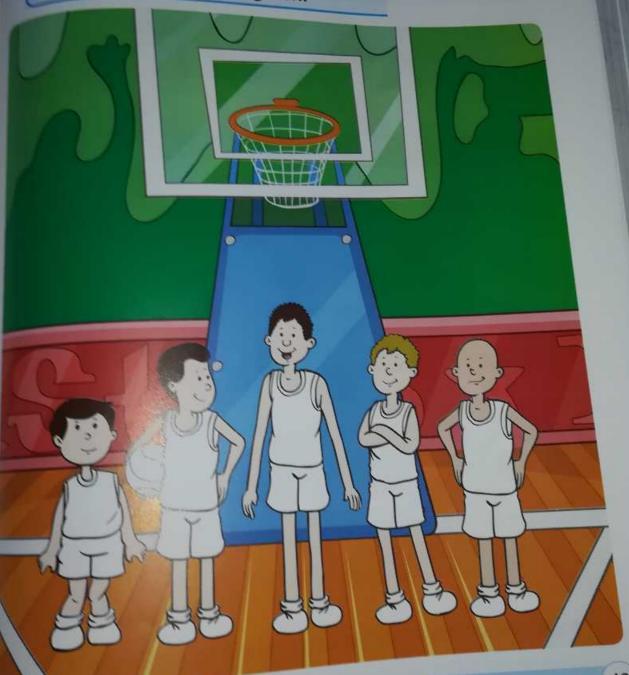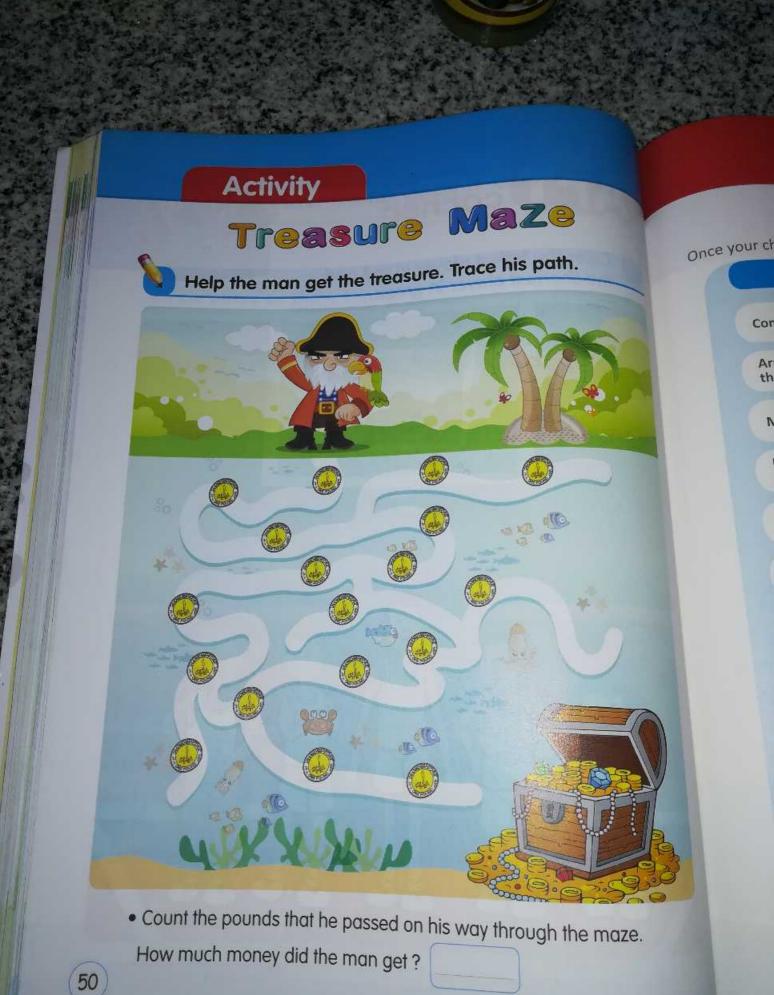
Notes for parents : Name an amount of money that is less than 50 L.E. Have your child to use 1 pound notes and 10 pounds notes to show the amount in different ways.

ArT corner

Color the tallest player in red and the shortest player in green.

Treasure Maze

Help the man get the treasure. Trace his path.

- Count the pounds that he passed on his way through the maze.

How much money did the man get ?

Progress Chart

This chart lists all the outcomes of this chapter.
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Compare the lengths of two objects.	☆
Arrange three objects in order from the shortest to the longest.	☆
Measure objects by nonstandard units.	☆
Explain the relationship between the length of an object and the number of units needed to measure it.	☆
Demonstrate understanding that the length of an object does not change when measured by different units.	☆
Describe and demonstrate position using key terms : above, down, in, out, left, right, behind, in front of.	☆
Describe the position of objects using ordinal numbers up to 10th.	☆
Write ordinal numbers 1st through 10th.	☆
Find one more and one less than a number up to 100.	☆
Identify similarities and differences between 1 L.E. notes and 10 L.E. notes.	☆
Count 1 Egyptian pound notes and 10 Egyptian pounds notes.	☆
Calculate how to pay for item up to 50 L.E. using 1 and 10 Egyptian pounds notes.	☆

CHAPTER 2

71-75

Tens and ones – Place value

Outcomes

Students will:

- Demonstrate understanding that a two-digit number represents an amount of tens and ones.

- Represent two-digit numbers as a quantity of tens and ones.

- Determine the value and the place value of each digit in a two-digit number.

Key vocabulary

- Digit
- Number
- Ones
- Place value
- Quantity
- Tens
- Value

Tens and ones

A ten is the same as 10 ones put together.

Count the following sticks.

The number of sticks is **32**.

Form bundles of 10 sticks.

32 Sticks form **3** bundles of 10 sticks and **2** loose sticks.

- Bundles of 10 are called **Tens**
- Loose sticks are called **Ones**

32 is formed from **3** tens and **2** ones

Count how many tens and ones. Write the number.

_____ tens _____ ones

The number is _____

_____ tens _____ ones

The number is _____

_____ tens _____ ones

The number is _____

_____ tens _____ ones

The number is _____

_____ tens _____ ones

The number is _____

_____ tens _____ ones

The number is _____

A 10 is the same as 10 ones put together

tens	ones

tens	ones
5	7

I see 5 tens and 7 ones.

56 ➡

13 ➡

30 ➡

Count how many tens and ones. Write the number.

_7_ tens   _3_ ones

tens	ones
7	3

➡ 73

____ tens   ____ ones

tens	ones

➡

____ tens   ____ ones

tens	ones

➡

____ tens   ____ ones

tens	ones

➡

Write

tens	on
7	

tens	o
2	

tens	
0	

Different ways to make numbers

Tens　　**Ones**

Here are some different ways to think about a number.

9 tens　5 ones = 95

90 + 5

80

8 in the tens place , its value = 80

Write how many tens and ones.
Write the number in a different way.

_____ tens _____ ones = _____

_____ + _____

_____ tens _____ ones = _____

_____ + _____

_____ tens _____ ones = _____

_____ + _____

_____ tens _____ ones = _____

_____ + _____

Complete

43 → Tens 4 → Ones 3

26 → Tens → Ones

94 →

Value and place value

80
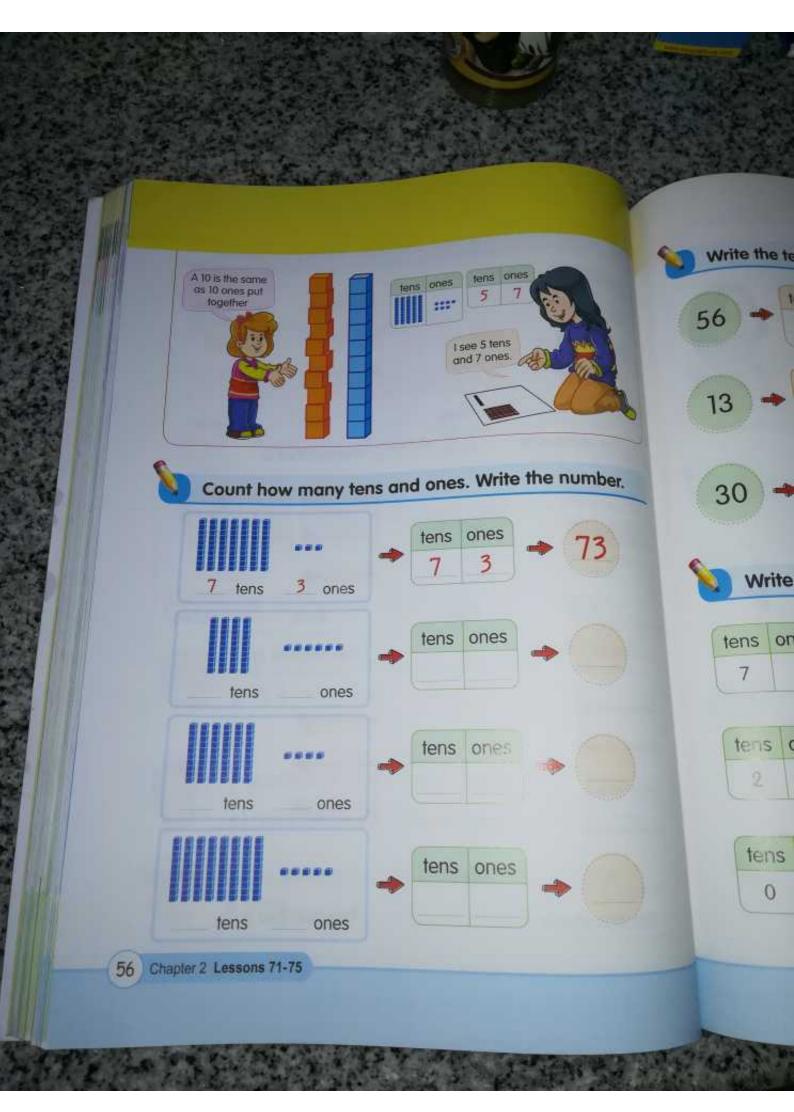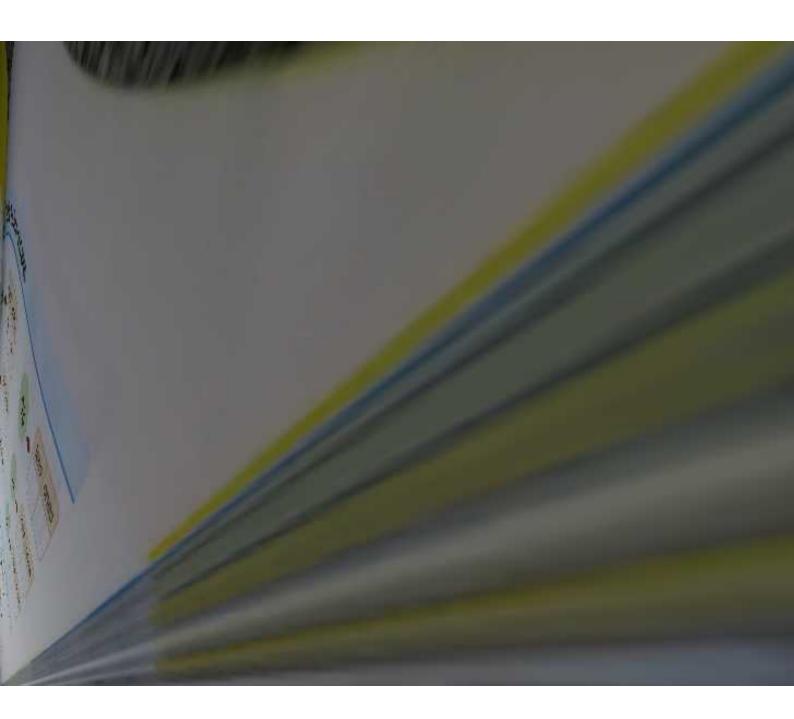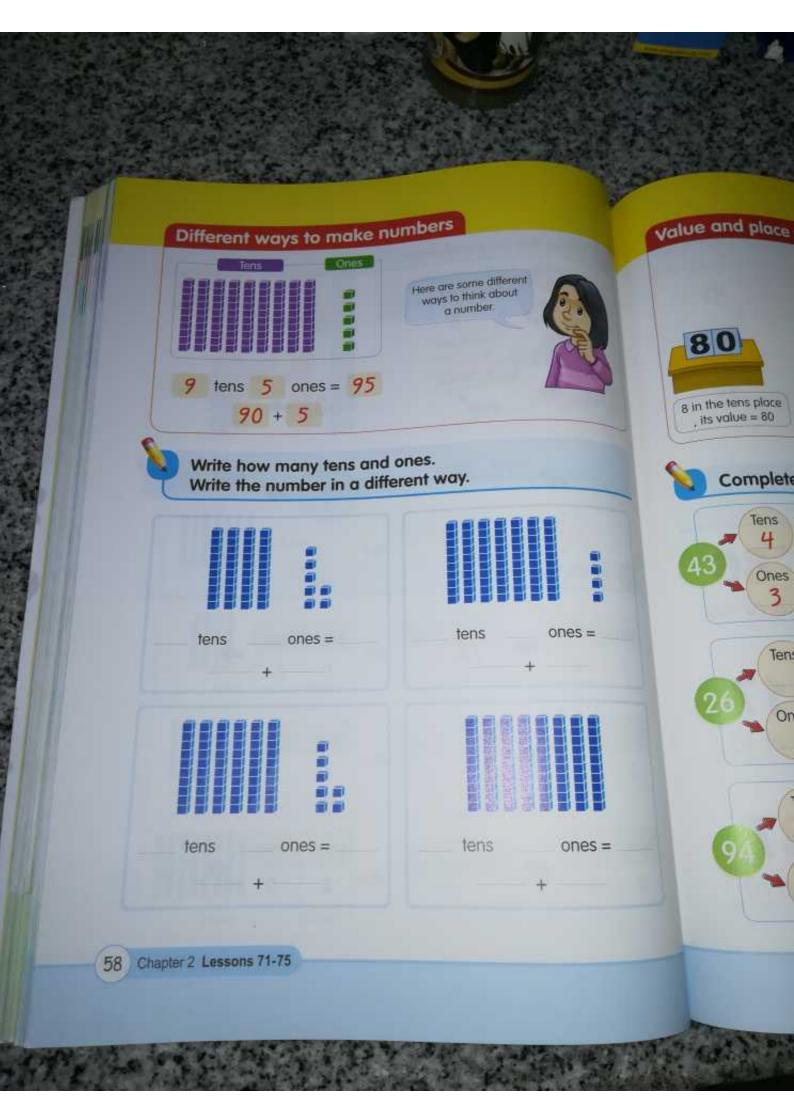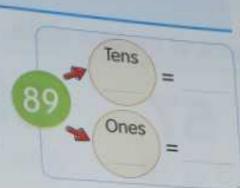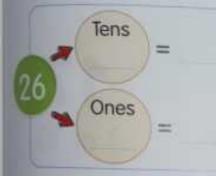
8 in the tens place
, its value = 80 ← 83 → 3 in the ones place
, its value = 3
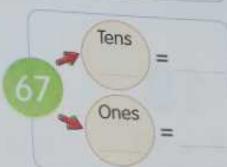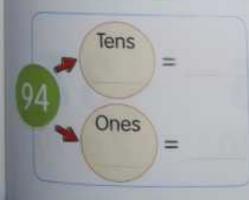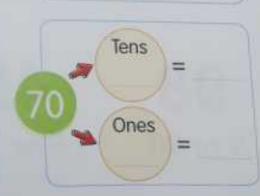
Complete.

43
- Tens **4** = **40**
- Ones **3** = **3**

89
- Tens =
- Ones =

26
- Tens =
- Ones =

67
- Tens =
- Ones =

94
- Tens =
- Ones =

70
- Tens =
- Ones =

Write the place value of the digit 5 in the following numbers.

53	52	65	51
tens			

35	5	54	75

Circle the value of the blue digits.

73
③ or 30

57
5 or 50

38
8 or 80

86
6 or 60

78
7 or 70

19
9 or 90

83
8 or 80
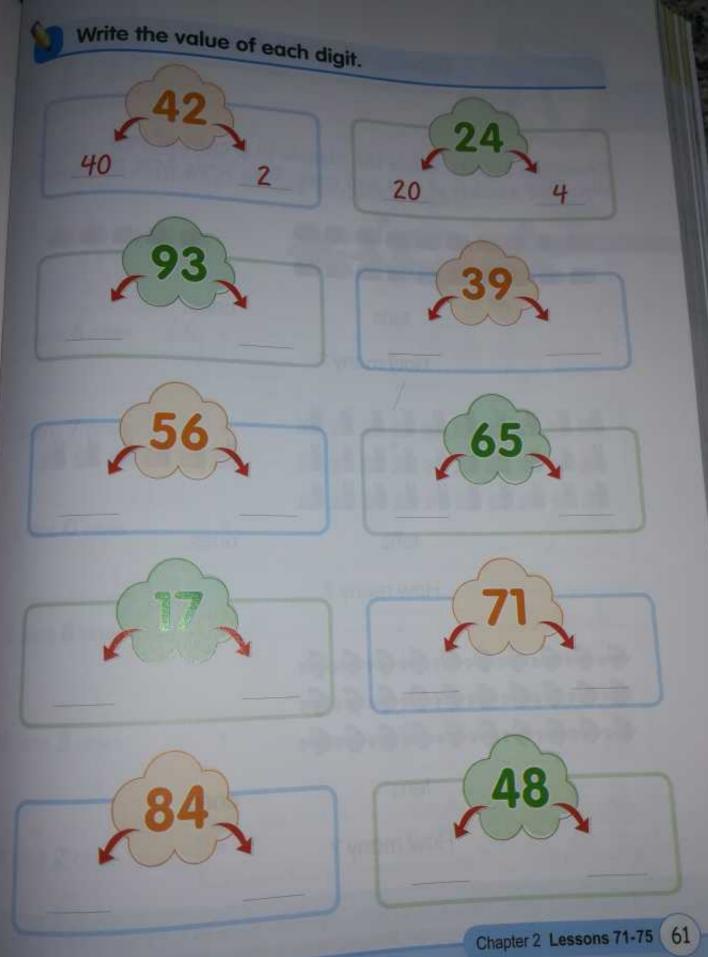
17
1 or 10

62
6 or 60

98
9 or 90

45
5 or 50

37
7 or 70

Write

40

Write the value of each digit.

42
40 _____ 2

24
20 _____ 4

93
_____ _____

39
_____ _____

56
_____ _____

65
_____ _____

17
_____ _____

71
_____ _____

84
_____ _____

48
_____ _____

Tens and ones (1)

Place a sticker

Count the objects. Circle the objects in groups of ten.
Write the number of tens and ones. Then write how many in all.

Write
Match

_____ tens   _____ ones

How many ? _____

2 tens

3 ten

_____ tens   _____ ones

How many ? _____

7 te

5

_____ tens   _____ ones

How many ? _____

8

Notes for parents : Make a group of 20 - 60 small objects as macaroni or beans and help your child to make groups of tens and ones and then count how many.

Tens and ones (2)

Write the number.
Match the number to the correct picture.

2 tens **6** ones   *26*

3 tens **7** ones _____

7 tens **0** ones _____
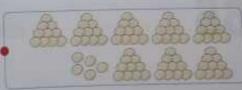
5 tens **8** ones _____

8 tens **5** ones _____

6 tens **2** ones _____

Notes for parents : Ask your child to arrange large amount of buttons or beans
into groups of ten and extras show numbers up to 100

63

Tens and ones (3)

Place a sticker

Read each number. Write the number of tens and ones.

	Tens	Ones
25	2	5
43		
28		
30		
54		
65		

	Tens	Ones
17		
71		
66		
19		
81		
40		

Notes for parents : Point to different pages numbers of this book up to 99 and ask your child to tell you the number of tens and ones.

Value and place value

Place a sticker

Complete as in the example.

➡ In 52 the digit 5 is in the [tens] place. Its value is [50]

➡ In 36 the digit 3 is in the [   ] place. Its value is [   ]

➡ In 63 the digit 3 is in the [   ] place. Its value is [   ]

➡ In 12 the digit 2 is in the [   ] place. Its value is [   ]

➡ In 21 the digit 2 is in the [   ] place. Its value is [   ]

Complete the following table.

The number	72	34	95	66	80
The value of the digit in the units place	2				
The value of the digit in the tens place	70				

Notes for parents : Write any number 10-100. Have your child tell you which digit is in the tens place and which digit is in the ones place. Then have your child to tell you the value of each digit.

65

Place value

Cancel all squares that :

- have numbers its tens digit is 8
- have numbers its ones digit is 5
- have numbers its ones digit is more than 7
- have numbers its tens digit is 3

K 87	I 15	H 68	Q 30	X 81	V 45
	E 17	W 75	C 19		L 78
G 71	Y 23		M 25	Z 65	J 82
	O 59	N 37			A 29
				R 18	F 32
B 31	P 24	D 79	U 84	S 34	T 47

Use the remaining letters to form a word

Notes for parents : Help your child to know the secret word.

Comparing two numbers

56

82

Greater than

Tens	Ones		Tens	Ones

Compare the tens digits then compare the ones digits.
43 and 47 have the same number of tens, but 47 has more ones.

47 is greater than **43**

47 > **43**

47

43

Circle the greater number. Write the numbers.

58 (85)

85 is greater than **58**
85 > **58**

86   76

_____ is greater than _____
_____ > _____

19   90

_____ is greater than _____
_____ > _____

44   49

_____ is greater than _____
_____ > _____

Circle the numbers that are greater than 60.

15   83   94   55   62   70

Less th (Tens)

Cir

66

65

Less than

Tens Ones   Tens Ones

25 has fewer tens than 35.

25 is less than **35**

25 < **35**

25   35

✏️ **Circle the number that is less. Write the numbers.**

66   **(65)**

65 is less than **66**
65 < 66

62   **(71)**

_____ is less than _____
_____ < _____

19   16

_____ is less than _____
_____ < _____

85   **(58)**

_____ is less than _____
_____ < _____

✏️ **Circle the numbers that are less than 60**

59 75 80 11 44 61

play & learn

Chapter 2 Lessons 76, 77   **90**

Equal

Tens	Ones

Tens	Ones

The two numbers have the same number of tens and the same number of ones.

25 is equal to **25**

25 = **25**
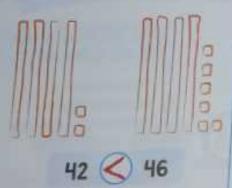
✏️ **Compare the numbers.**

Use 🟧 to show each number.
Draw the 🟧
Write < , > or = in the circle.
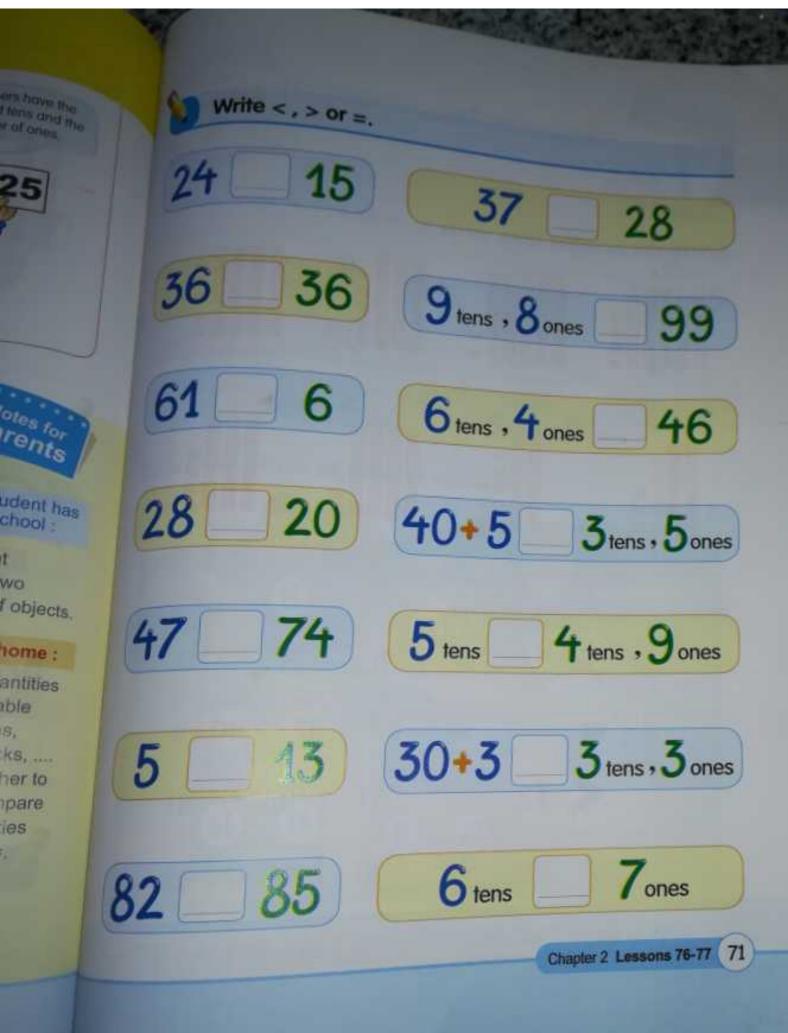
42 < 46

36 ◯ 31

16 ◯ 51

27 ◯ 27

Write <, > or =.

24 ☐ 15

37 ☐ 28

36 ☐ 36

9 tens, 8 ones ☐ 99

61 ☐ 6

6 tens, 4 ones ☐ 46

28 ☐ 20

40+5 ☐ 3 tens, 5 ones

47 ☐ 74

5 tens ☐ 4 tens, 9 ones

5 ☐ 13

30+3 ☐ 3 tens, 3 ones

82 ☐ 85

6 tens ☐ 7 ones
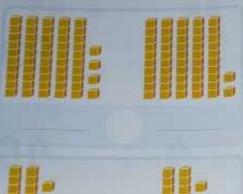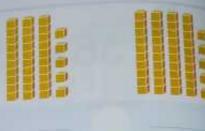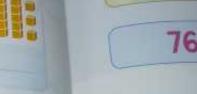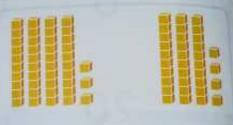
Write the number then write >, < or =.

Choose the correct answer.

17 > ____ 18 , 71 , 14 , 20

88 = ____ 68 , 80 , 82 , 80+8

____ < 72 75 , 57 , 80 , 91

____ > 50 30 , 61 , 16 , 49
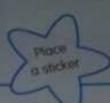
Notes for parents : Look through this book for two 2-digit numbers. Then have your child compare these two numbers.

72

Comparing two numbers (2)

Place a sticker

Put >, < or =.

47 ⬭ 51		25 ⬭ 20 + 5
76 ⬭ 50 + 9		80 + 5 ⬭ 84

9 tens , **5** ones ⬭ **8** tens , **9** ones

Color the circle of greater number.

Notes for parents : Point to a number on this page. Ask your child to tell you a number that is less than this number.

73

Ordering numbers
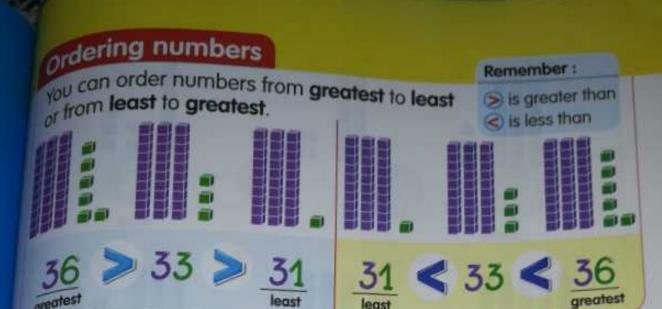
Outcomes

Students will :

- Order three or more two-digit numbers from the least to the greatest and from the greatest to the least.
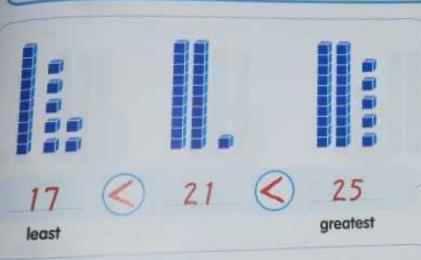
Key vocabulary
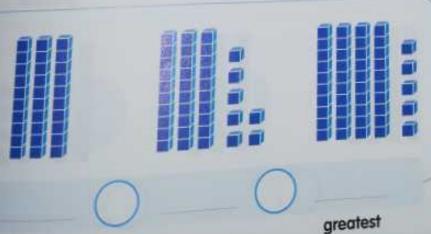
- Greatest.
- Smallest.
- Least.
- Compare.

67
55
76
49
35
32

Ordering numbers

You can order numbers from **greatest** to **least** or from **least** to **greatest**.
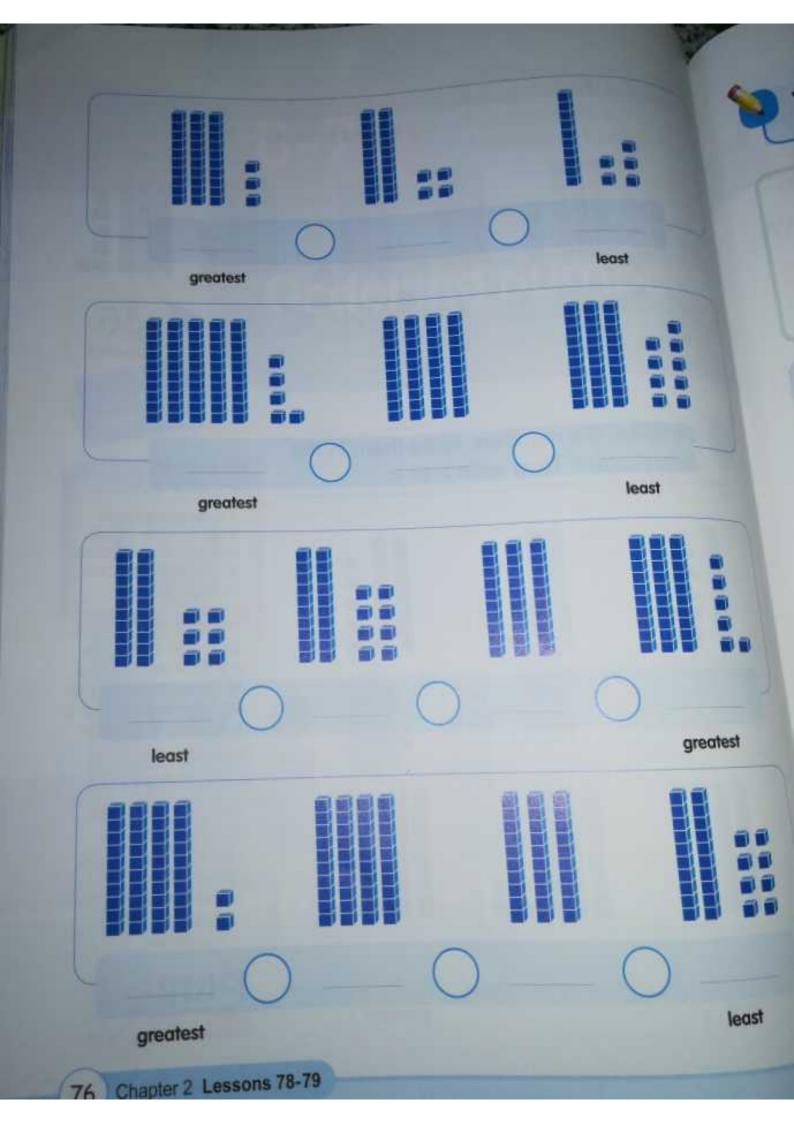
$$36 > 33 > 31$$

greatest   least

$$31 < 33 < 36$$

least   greatest

Compare the numbers. Write them in the correct order. Then write > or <.

$$17 < 21 < 25$$

least   greatest

least   greatest

greatest   least

greatest   least

least   greatest

greatest   least

Write the numbers in order from the least to the greatest.

56 , 36 , 53 , 63

36 , 53 , 56 , 63

81 , 88 , 80 , 8

_____ , _____ , _____ , _____

73 , 37 , 36 , 63

_____ , _____ , _____ , _____

62 , 43 , 36 , 45

_____ , _____ , _____ , _____

Write the numbers in order from the greatest to the least.

Descending order

56 , 65 , 64 , 46

65 , 64 , 56 , 46

43 , 40 , 4 , 45

_____ , _____ , _____ , _____

51 , 75 , 74 , 70

_____ , _____ , _____ , _____
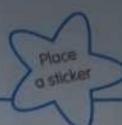
84 , 81 , 40 , 48

_____ , _____ , _____ , _____

Ordering numbers (1)

Place
a sticker

Write the numbers in the correct place.

25 , 38 , 30

38 > 30 > 25

greatest   least

36 , 82 , 26

___ > ___ > ___

greatest   least

77 , 27 , 17

___ > ___ > ___

greatest   least

45 , 89 , 98

___ < ___ < ___

least   greatest

35 , 19 , 52 , 20

___ > ___ > ___ > ___

greatest   least

51 , 10 , 17 , 30

___ < ___ < ___ < ___

least   greatest

22 , 63 , 56 , 70

___ < ___ < ___ < ___

least   greatest

33 , 55 , 12 , 56

___ > ___ > ___ > ___

greatest   least

Ordering numbers (2)

Place a sticker

Put these numbers in order from the greatest to the least.

29 , 92 , 24 , 60

____ , ____ , ____ , ____

72 , 80 , 76 , 85

____ , ____ , ____ , ____

Put these numbers in order from the least to the greatest.

58 , 63 , 52 , 70

____ , ____ , ____ , ____

69 , 75 , 70 , 68

____ , ____ , ____ , ____

Notes for parents : Show your child some two-digit numbers. Have him / her write them in order from the least to the greatest.

Subtracting multiples of 10 from multiples of 10

Outcomes

Students will :
- Subtract multiples of 10 from multiples of 10.
- Skip count by 10's up to 90.
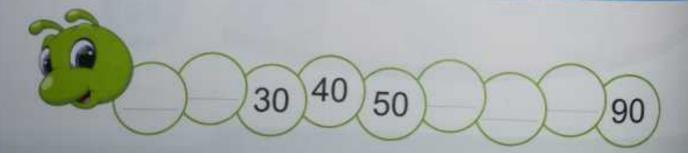
Key vocabulary

- Subtract.
- Equal to.

81

Complete.

_____ _____ 30 40 50 _____ _____ _____ 90

$$70 - 30$$

$$40$$

$$70 - 30 = 40$$

Subtract.

$$90 - 70$$

$$90 - 70 = $$

$$50 - 10$$

$$50 - 10 = $$

Notes for parents

What the student has learned at school :
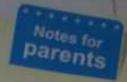
The student subtracted multiples of 10 from multiples of 10.

Activities at home :
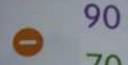
Help your child to solve subtraction problems of multiples of 10 using play cubes, bundles of 10, 10 pound notes ...

Calendar (Daily routine) :
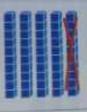
Display a calendar. Ask your child how many days are there in each month ? which months have the most days ? which month has the least days ?
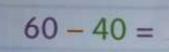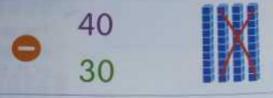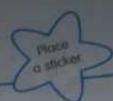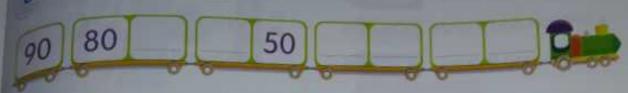
$$-\ \begin{array}{r} 60 \\ 40 \\ \hline \end{array}$$

$$60 - 40 = \underline{\qquad}$$

$$-\ \begin{array}{r} 40 \\ 30 \\ \hline \end{array}$$

$$40 - 30 = \underline{\qquad}$$

$$-\ \begin{array}{r} 80 \\ 50 \\ \hline \end{array}$$

$$80 - 50 = \underline{\qquad}$$

Complete

90 | 8

Find.

Subtracting multiples of 10 from multiples of 10

Place a sticker

Complete.

| 90 | 80 | | | 50 | | | | |

Find.

$$40 - 10$$

$$40 - 10 = \underline{\quad}$$

$$60 - 20$$

$$60 - 20 = \underline{\quad}$$

$$70 - 40$$

$$70 - 40 = \underline{\quad}$$

$$80 - 60$$

$$80 - 60 = \underline{\quad}$$

Notes for parents : Ask your child how to find the difference $50 - 30$.

85

ArT corner

Find the number, then color.

- 8 tens and 5 ones — Brown
- one ten and 7 ones — Yellow
- 2 tens and 9 ones — Blue
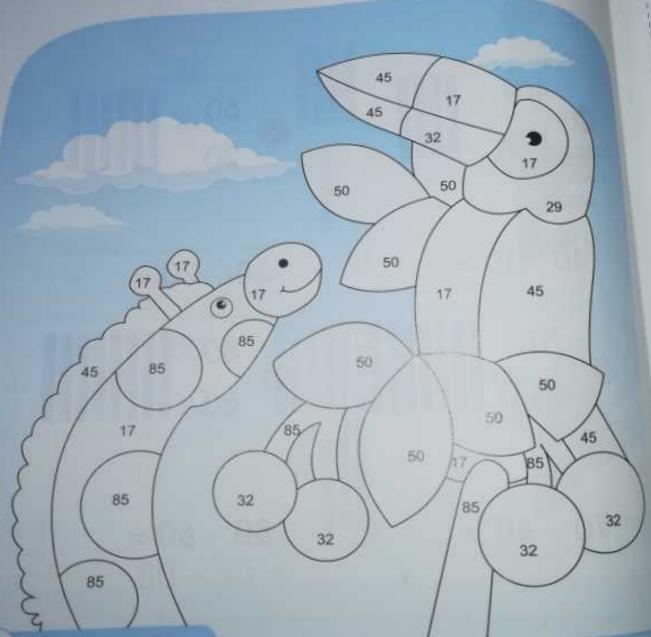
- 3 tens and 2 ones — Red
- 5 tens — Green
- 4 tens and 5 ones — Black

Number Puzzle

24	2 tens 4 ones
42	4 tens 2 ones
36	3 tens 6 ones
26	2 tens 6 ones

Directions :
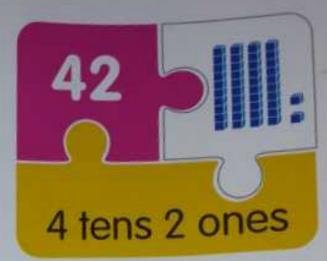
Help your child to cut each piece of this puzzle.

Mix up all and ask your child to put each three suitable pieces together.

This page was left intentionally

blank for cutting activity on

previous page.

Progress Chart

This chart lists all the outcomes of this chapter.
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Demonstrate understanding that a two-digit number represents an amount of tens and ones.	☆
Represent two-digit numbers as a quantity of tens and ones.	☆
Determine the value of each digit in a two-digit number.	☆
Compare two-digit numbers using the symbols of greater than, less than and equal.	☆
Use place value to compare two-digit numbers.	☆
Order three or more two-digit numbers from the least to the greatest and from the greatest to the least.	☆
Subtract multiples of 10 from multiples of 10.	☆
Skip count by 10's up to 90.	☆

CHAPTER 3

Subtracting tens

10 20 30 40 70 60 50 80 90

Outcomes

Students will :
- Subtract multiples of 10 from multiples of 10 within 90.
- Apply place value concepts to solve subtraction problems.

Key vocabulary

- Place value.
- Subtraction.
- Ten-stack.

Subtracting tens

A bird found **50** seeds.

It ate **20** of them.

❀ **How many seeds are left ?**

Tens ⟶ **50**

Tens **−** **20**

Tens **30**

30 seeds are left

5 Tens

− **2** Tens

3 Tens

Note

5

− 2

3

helps you to find ⟶

50

− 20

30

Subtracting tens

A bird found **50** seeds.

It ate **20** of them.

✿ **How many seeds are left ?**

Tens — **50**

Tens — **- 20**

Tens — **30**

30 seeds are left

5	Tens
- 2	Tens
3	Tens

Note

$$\begin{array}{r} 5 \\ -\ 2 \\ \hline 3 \end{array}$$

helps you to find

$$\begin{array}{r} 50 \\ -\ 20 \\ \hline 30 \end{array}$$

Subtract.

70
-60

◯ Tens
-◯ Tens

◯ Tens

20
-10

◯ Tens
-◯ Tens

◯ Tens

80
-40

◯ Tens
-◯ Tens

◯ Tens

50
-30

◯ Tens
-◯ Tens

◯ Tens

40
-20

◯ Tens
-◯ Tens

◯ Tens

60
-10

◯ Tens
-◯ Tens

◯ Tens

✏️ **Subtract.**

70 – 20 = _____

60 – 30 = _____

40 – 40 = _____

50 – 50 = _____

90 – 20 = _____

30 – 20 = _____

60 – 40 = _____

80 – 50 = _____

70 – 40 = _____

60 – 50 = _____

Subtracting tens (1)

Place a sticker

Subtract.

6 Tens	
−2 Tens	
____ Tens	

9 Tens	
−4 Tens	
____ Tens	

5 Tens	
−5 Tens	
____ Tens	

7 Tens	
−6 Tens	
____ Tens	

6 Tens	
−1 Tens	
____ Tens	

8 Tens	
−5 Tens	
____ Tens	

3 Tens	
−1 Tens	
____ Tens	

6 Tens	
−4 Tens	
____ Tens	

7 Tens	
−3 Tens	
____ Tens	

Notes for parents : Help your child to solve problems as 60 − 20 using the fact 6 − 2 = 4 , ... etc.

Subtracting tens (2)

Subtract.

$$50 - 40$$

$$80 - 20$$

$$70 - 40$$

$$80 - 50$$

$$20 - 10$$

$$30 - 30$$

$$40 - 30$$

$$30 - 20$$

$$90 - 60$$

Notes for parents : Ask your child to show you how to solve 50 – 40
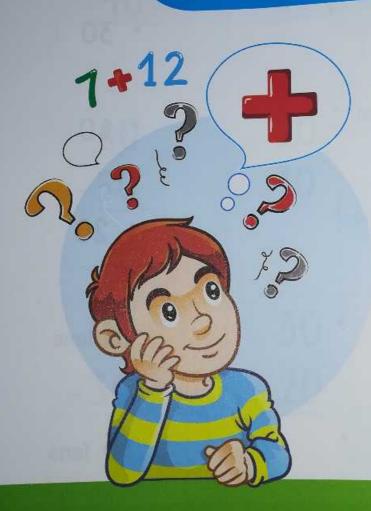
Subtracting tens (3)

Place a sticker

Join.

80 − 50

70 − 60

6 Tens − 1 Ten

7 Tens − 3 Tens

50 − 3 Tens

90 − 30

1 Ten

30

60

20

4 Tens

5 Tens

Problem solving strategies on addition

$7 + 12$

Outcomes

Students will :
- Apply strategies to solve addition story problems within 20.
- Solve addition problems to find an unknown quantity.

Key vocabulary

- Addition.
- Place value.
- Subtraction.
- Unknown.

Problem so

2 children

4 children

How ma

riding bi

Writing

Understa

* What
  Circle th

Plan

* What
  Under

Solve

* Writ

Chec

* D

Problem solving strategy (1)

2 children ride bicycles.

4 children joined them.

How many children are riding bicycles now ?

Writing a number sentence strategy

Understand

✿ **What do you want to find out ?**
Circle the question.

Plan

✿ **What facts do you need ?**
Underline them.

Solve

✿ **Write a number sentence to solve.**

$$2 \; + \; 4 \; = \; 6$$

Check

✿ **Does your answer make sense ?**
Draw a picture to check.

Problem solving strategy (2)

Sara has **7** flowers.

Her mother gave her some extra flowers.

Now Sara has **11** flowers
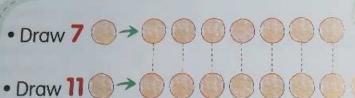
How many flowers did her mother give her ?

Drawing a picture strategy

✿ Write a number sentence to solve.

$$7 \; + \; ? \; = \; 11$$

✿ Draw a picture to solve.

- Draw **7** ○ → ○○○○○○○ *What Sara has first*

- Draw **11** ○ → ○○○○○○○ ○ ○ ○ ○ *What Sara has in all*

  1 2 3 4

$$7 \; + \; 4 \; = \; 11$$

- Her mother gave her **4** extra flowers.

Sameh has **8** books.

His teacher gave him some extra books.

Sameh has now **15** books.

How many books did his teacher give him ?

Subtraction strategy using fact families

✿ **Write a number sentence.**

$$8 \ + \ \boxed{?} \ = \ 15$$

Remember fact family

$8 + 7 = 15$
$15 - 8 = 7$
$15 - 7 = 8$

✿ **Change addition to subtraction.**

Start with the answer and subtract the quantity you know to get the unknown.

$$15 \ - \ \ = \ \boxed{?}$$

✿ **Draw a picture to solve.**

Draw **15** circles.
Cancel **8**
You will get **7**.

$$15 - 8 = 7$$

• His teacher gave him **7** books.

Solve each of the following story problems.

Aly has **6** pens. He bought some extra pens.
The number of pens with Aly became **17**.
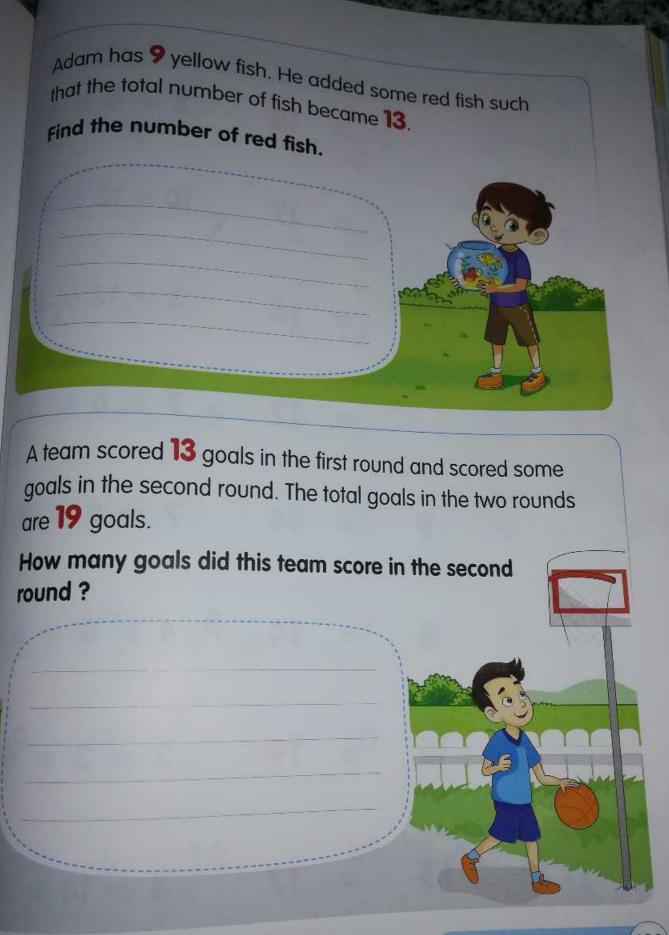
How many pens did Aly buy ?

_____

_____

_____

There are **14** children playing football. Some children joined them. The number of children became **19**.

How many children did join them ?

_____

_____

_____

_____

Adam has **9** yellow fish. He added some red fish such that the total number of fish became **13**.

Find the number of red fish.

A team scored **13** goals in the first round and scored some goals in the second round. The total goals in the two rounds are **19** goals.

How many goals did this team score in the second round ?

Circle the correct answer.

$10 + \bigcirc = 15$ 3 or 5 or 8

$7 + \bigcirc = 17$ 10 or 12 or 9

$13 + \bigcirc = 15$ 3 or 12 or 2

$5 + \bigcirc = 12$ 7 or 6 or 5

$\bigcirc + 9 = 14$ 7 or 5 or 8

$\bigcirc + 6 = 14$ 4 or 8 or 6

$\bigcirc + 16 = 19$ 2 or 3 or 4

$\bigcirc + 13 = 17$ 4 or 14 or 3

Write the missing number.

$15 + \bigcirc = 18$

$\bigcirc + 7 = 11$

$13 + \bigcirc = 18$

$\bigcirc + 5 = 12$

$8 + \bigcirc = 15$

$\bigcirc + 4 = 13$

$9 + \bigcirc = 16$

$\bigcirc + 14 = 14$

Solve the following problems.

In a class, there are **12** boys. If the total number of boys and girls in this class is **20**.

How many girls are in this class ?

_____

_____

_____

_____

_____

In one day, Bassem read **7** pages of a book. In the next day he read some pages in the same book. If the total pages he read is **18** pages.

How many pages did he read in the second day ?

_____

_____

_____

_____

_____

Notes for parents : Help your child to use the drawing picture strategy to solve the problems in this page.

106

Lesson 85 Subtraction strategy

Solve the following problems.

There are two flocks of sheep. One contains **8** sheep and the total number of sheep in the two flocks is **17**.

How many sheep are in the other flock ?

Ahmed has **13** stamps. His friend gave him some more stamps. Now he has **18** stamps.

How many stamps did Ahmed's friend give him ?

Notes for parents : Help your child to use subtraction strategy to solve the problems in this page using fact family.

107

Problem solving strategies on subtraction

$12 - 8$

Outcomes

Students will :

- Apply strategies to solve subtraction story problems within 20

- Solve subtraction problems to find an unknown quantity.

Key vocabulary

- Addition.
- Subtraction.
- Unknown.

Problem solving strategy (1)

15 birds were flying.

Some landed on a tree.

6 are still in the air.

How many birds did land on the tree ?

Drawing a picture strategy

✿ **Write a number sentence.**

$$15 - ? = 6$$

✿ **Draw a picture to solve.**

- Draw **15** circles.

  ① ② ③ ④
  ⑤ ⑥ ⑦ ⑧ ⑨

- Color **6** circles and count the left circles to get the answer.

$$15 - 9 = 6$$

- **9** birds landed on the tree.

Problem solving strategy (2)

Wael has **18** pounds.

He bought a chocolate.

Now he has **10** pounds.

How much money did the chocolate cost ?
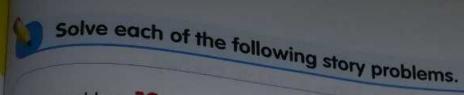
Counting strategy

✿ Write a number sentence.

$$18 - \boxed{?} = 10$$

✿ Change subtraction to addition.

$$10 + \boxed{?} = 18$$
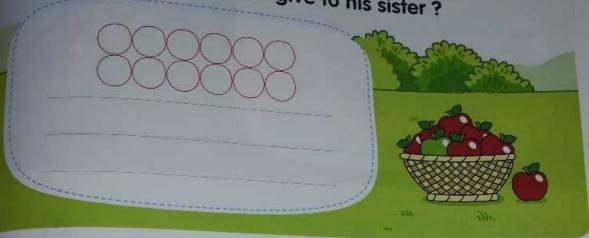
✿ Count to solve.

- Count from **10** to **18**

- You will get **8**.

$$18 - 8 = 10$$

- The cost of the chocolate is **8** pounds.

Solve

Maged h
and the

How m

Th
a

Solve each of the following story problems.
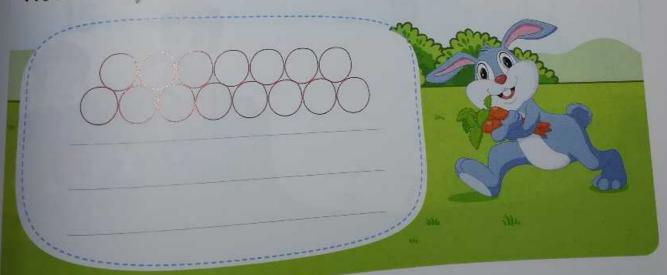
Maged has **12** apples. He gave some of them to his sister and the left is **7** apples.
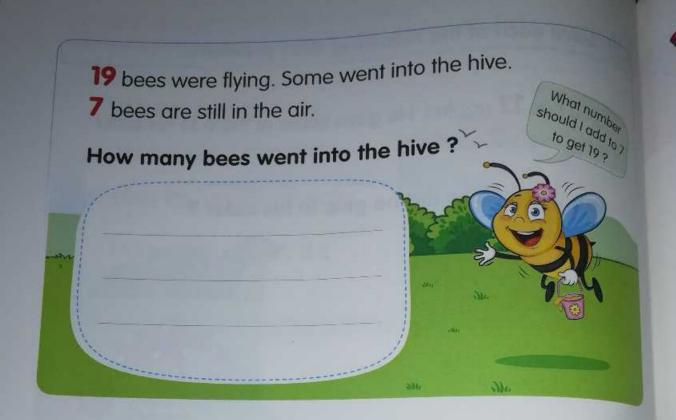
How many apples did he give to his sister ?
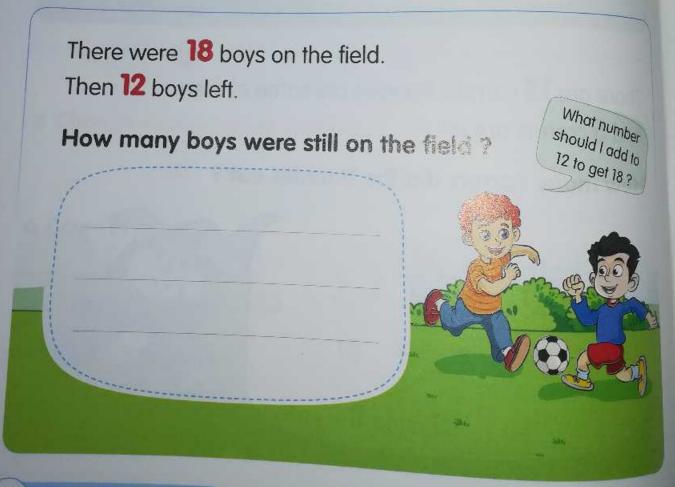
There are **15** carrots. Bunnies ate some of them and **5** carrots are left.

How many carrots did the bunnies eat ?

19 bees were flying. Some went into the hive.

7 bees are still in the air.

How many bees went into the hive ?

What number should I add to 7 to get 19 ?

There were **18** boys on the field.

Then **12** boys left.

How many boys were still on the field ?

What number should I add to 12 to get 18 ?
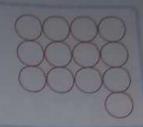
Write the missing number.

13 − ◯ = **4**

17 − ◯ = **5**

12 − ◯ = **9**

15 − ◯ = **10**

14 − ◯ = **7**

Draw circles. Write a number sentence to solve.

There are **15** boys at the game.

Then **6** boys went home.

How many boys are still at the game ?
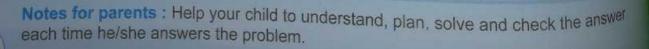
Amgad has **17** toys, he sold some of them and the left with him is **8**.

How many toys did Amgad sell ?

Ahmed has **13** pencils.
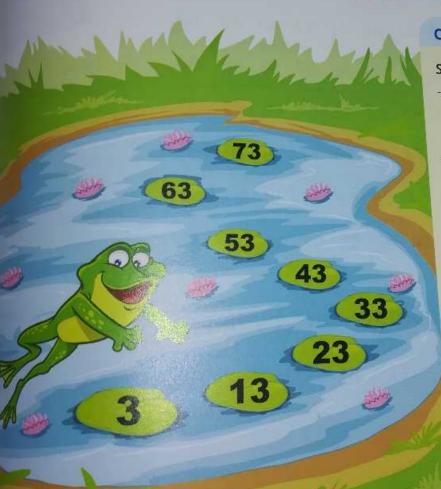
He gave away **9** of them.

How many pencils does he have now ?

Notes for parents : Help your child to understand, plan, solve and check the answer each time he/she answers the problem.

114

87-89

Counting forward by tens – Money

Outcomes

Students will :

- Count by ones and tens starting at any number.

- Apply strategies to add 1 L.E. , 5 L.E. , 10 L.E. , 20 L.E. and 50 L.E. notes within 100 L.E.

- Add two-digit and one-digit numbers.

Key vocabulary

- Addition.
- Running total.
- Subtraction.
- Unknown.

73

63

53

43

33

23

13

3
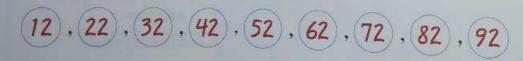
Counting forward by tens

Start on 1 on the hundred chart.
Count forward by **tens**.

	1	2	3	4	5	6	7	8	9	10
10 more	11	12	13	14	15	16	17	18	19	20
10 more	21	22	23	24	25	26	27	28	29	30
10 more	31	32	33	34	35	36	37	38	39	40
10 more	41	42	43	44	45	46	47	48	49	50
10 more	51	52	53	54	55	56	57	58	59	60
10 more	61	62	63	64	65	66	67	68	69	70
10 more	71	72	73	74	75	76	77	78	79	80
10 more	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100

⭐ **Start on 2. Count forward by tens.**

(12) , (22) , (32) , (42) , (52) , (62) , (72) , (82) , (92)

Start on the given number. Count forward by tens.
Write the number you say.

Start on 6.

Use the hundred chart if you need.

16 , 26 , _____ , _____ , _____ , _____ , _____

Start on 4.

14 , _____ , _____ , _____ , _____ , _____ , _____

Start on 7.

_____ , _____ , _____ , _____ , _____ , _____ , _____

Start on 3.

_____ , _____ , _____ , _____ , _____ , _____ , _____

Start on 5.

_____ , _____ , _____ , _____ , _____ , _____ , _____

Money

5 L.E.
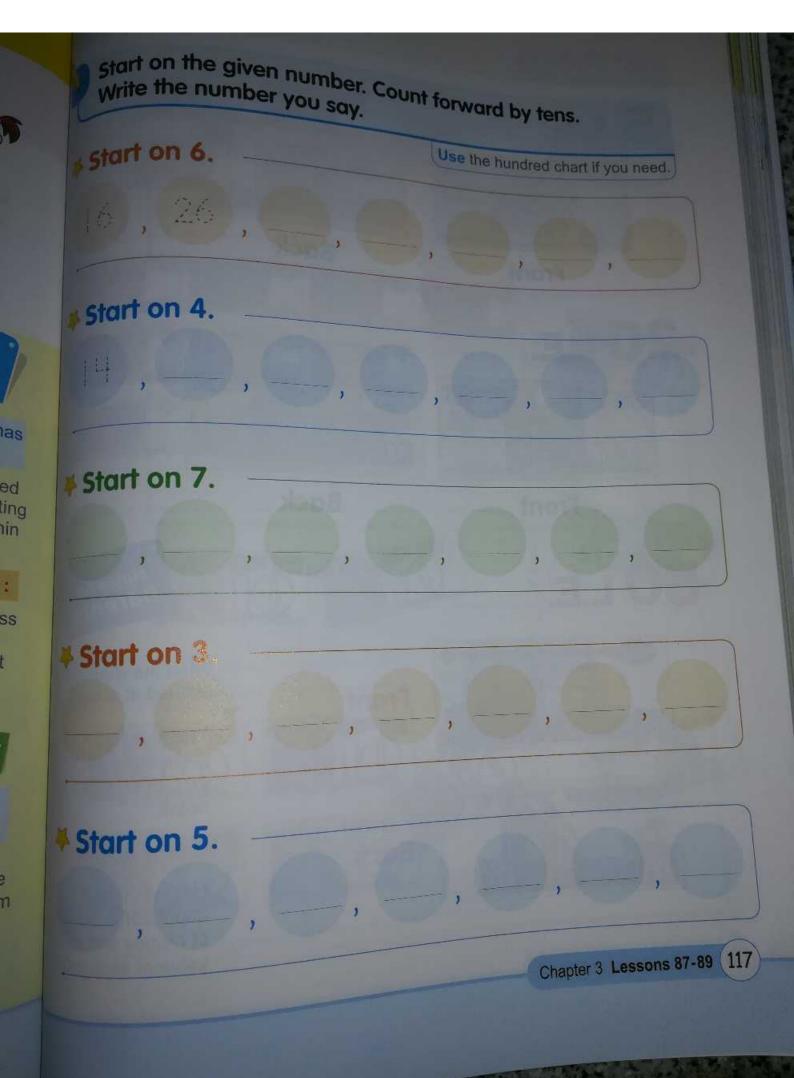
Front

Back

20 L.E.

Front

Back

50 L.E.

Front

Back

Notes for parents

What the student has learned at school :

The student recognized 5 L.E. 20 L.E. and 50 L.E. notes.

Activities at home :

Help your child count some groups of money and tell the value of each group.

Join.

50 pounds

1 pound

20 pounds

10 pounds

5 pounds
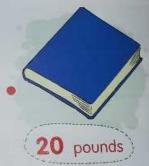
Write the amount of money.

25 L.E.

_____ L.E.

_____ L.E.

_____ L.E.

_____ L.E.

_____ L.E.

_____ L.E.

_____ L.E.

Join each item to its price.

22 L.E.

95 L.E.

78 L.E.

55 L.E.
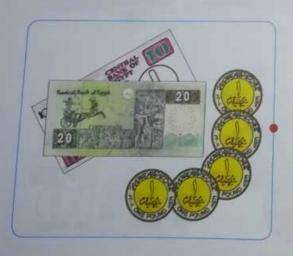
Join the equal amounts of money.

Place a sticker

Count forward by tens. Write the numbers.

✿ **3** , **13** , **23** , ____ , ____

✿ **18** , **28** , **38** , ____ , ____

✿ **47** , **57** , **67** , ____ , ____

Write the price of each item.

____ L.E.

____ L.E.

Notes for parents : Ask your child to explain how to use the hundred chart to count by tens.

Lesson
88
• Counting forward by tens
• Money (5 L.E. , 50 L.E.)

Place a sticker

Circle the number that comes next.

❀ 6 , 16 , 26 , ___   **36 or 46**

❀ 25 , 35 , 45 , 55 , ___   **50 or 65**

❀ 57 , 67 , 77 , 87 , ___   **79 or 97**

Circle the correct one.

55 L.E.

or

45 L.E.

90 L.E.

or

80 L.E.

Notes for parents : Ask your child to talk about how much things cost when you shop together.

Place
a sticker

Place
a sticker

or 46

r 65

97

Circle sum of 50 L.E.

20 L.E.   10 L.E.   20 L.E.   5 L.E.   20 L.E.   5 L.E.

Circle sum of 75 L.E.

20 L.E.   50 L.E.   10 L.E.   5 L.E.   5 L.E.

Circle sum of 100 L.E.
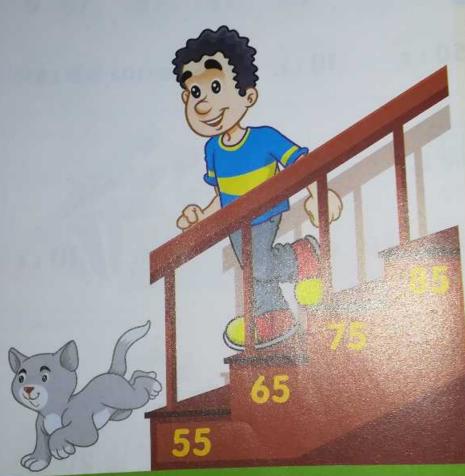
50 L.E.   20 L.E.   20 L.E.   5 L.E.   5 L.E.   10 L.E.

Circle sum of 80 L.E.

50 L.E.   5 L.E.   5 L.E.   10 L.E.   20 L.E.

op

Notes for parents : Ask your child to show an amount of money in different ways.
Then have your child point to the way that used the fewest number of notes.

127

90

Counting backward by ones and tens – Money

Outcomes

Students will :

- Subtract amounts of money within 100 L.E.
- Subtract one-digit and two-digit numbers.
- Count backward by ones and tens starting at any number.
- Apply strategies to add amount of money within 100 Egyptian pounds.

Key vocabulary

- Addition.
- Running total.
- Subtraction.
- Unknown.

85

75

65

55

**Start on 100 on the hundred chart.
Count backward by ones.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1 less 1 less 1 less 1 less 1 less 1 less 1 less 1 less 1 less

Start on 90. Count backward by ones.

89 , 88 , 87 , 86 , 85 , 84 , 83 , 82 , 81 , ...

Start on the given number. Count backward by ones. Write the number you say.

⭐ **Start on 70.**

69 , 68 , _____ , _____ , _____ , _____ , _____ ,

⭐ **Start on 55.**

54 , 53 , _____ , _____ , _____ , _____ , _____ ,

⭐ **Start on 45.**

44 , _____ , _____ , _____ , _____ , _____ ,

⭐ **Start on 33.**

_____ , _____ , _____ , _____ , _____ , _____ ,

⭐ **Start on 12.**

_____ , _____ , _____ , _____ , _____ , _____ ,

Counting backward by tens

Start on 100 on the hundred chart. Count backward by tens.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

10 less
10 less
10 less
10 less
10 less
10 less
10 less
10 less
10 less

Notes for parents
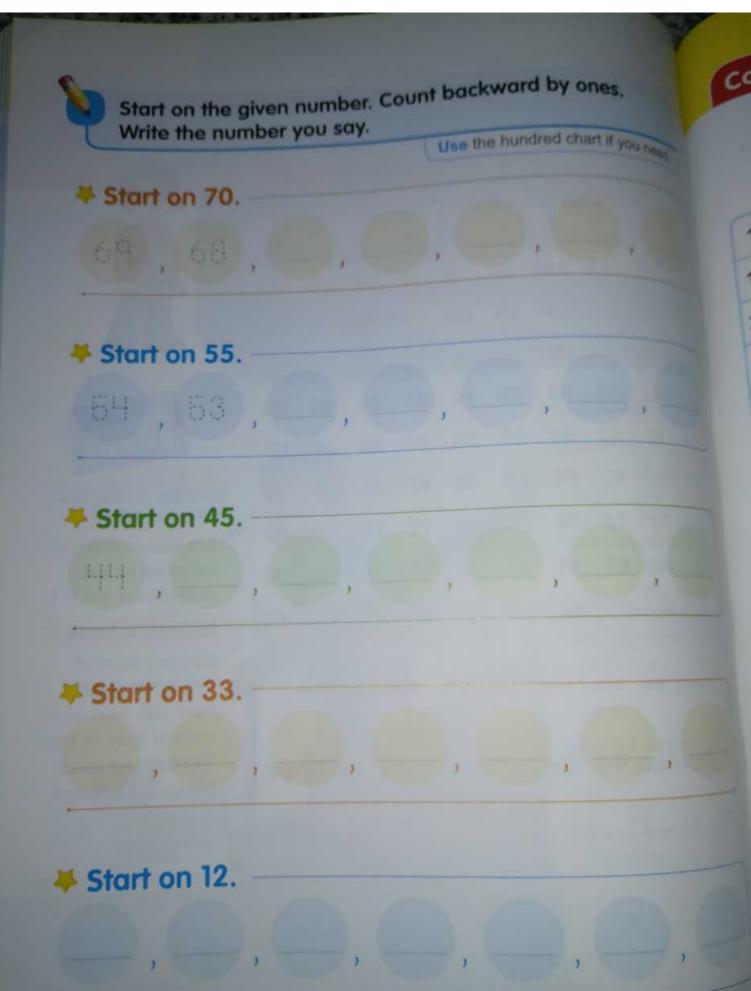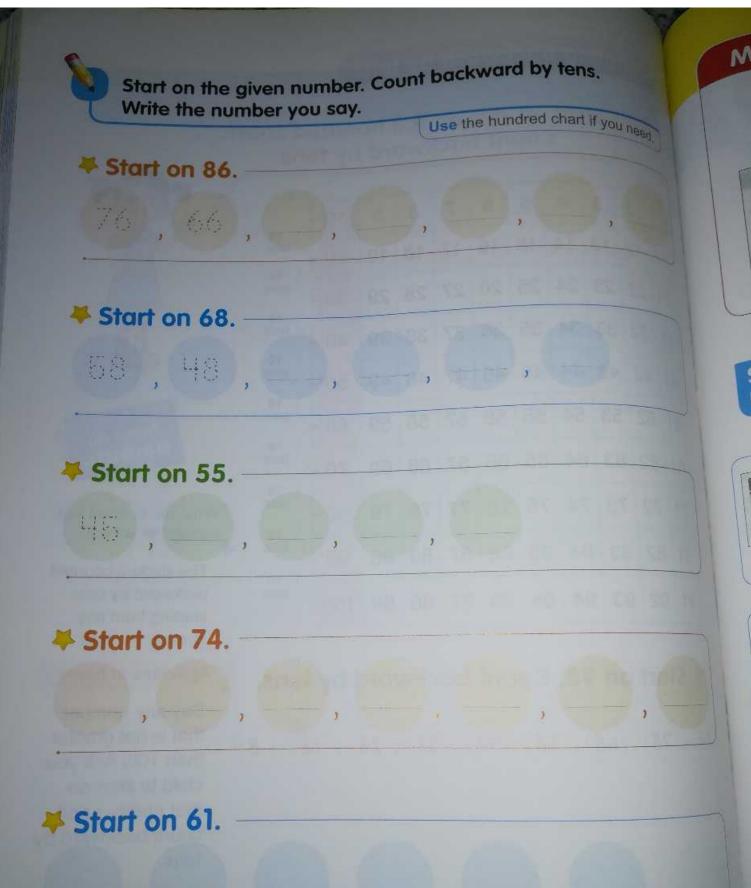
What the student has learned at school :

The student counted backward by tens starting from any number
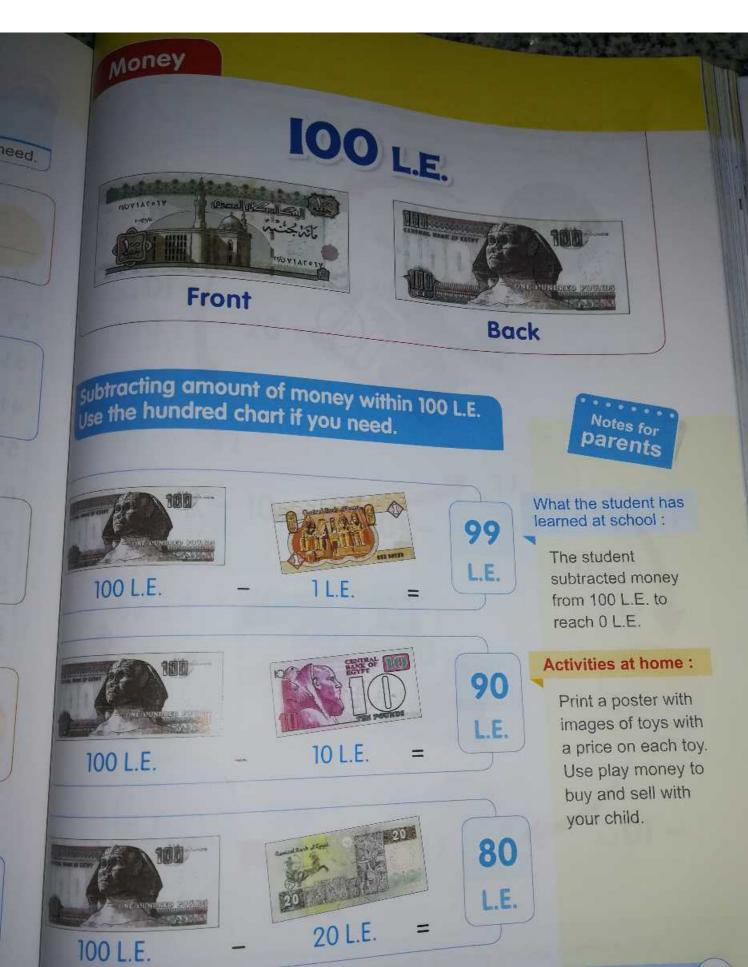
Activities at home :
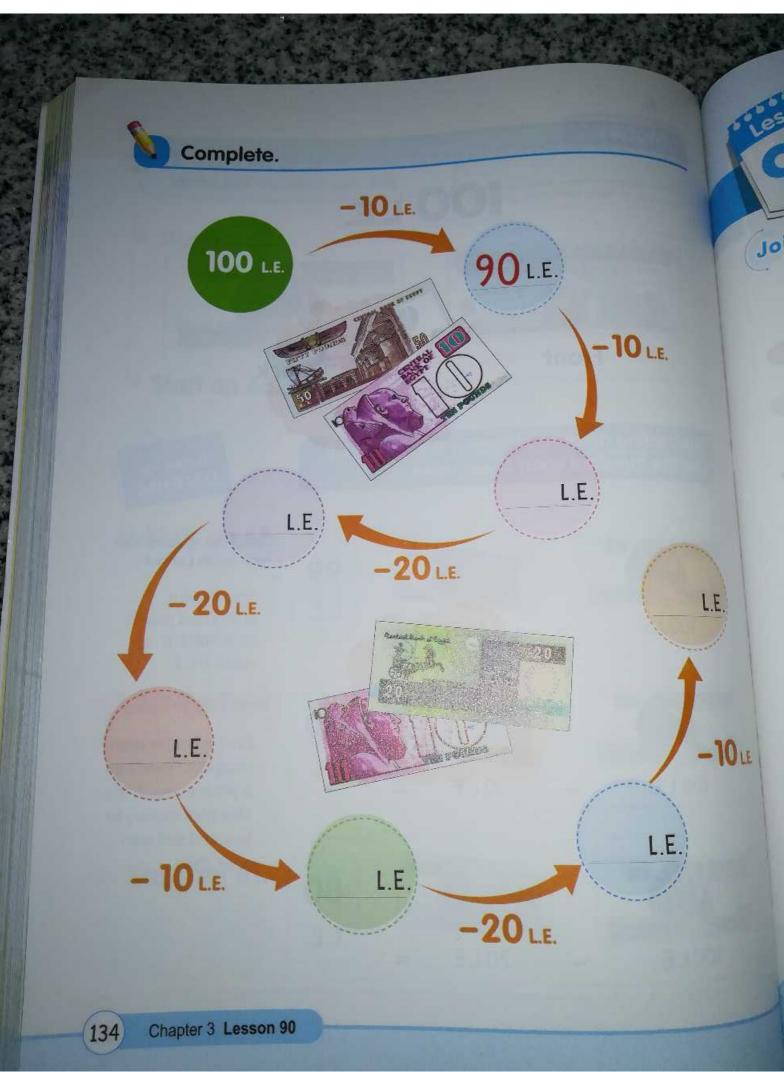
Say any number that is not greater than 100. Ask your child to start on that number and count backward by tens.

⭐ **Start on 98. Count backward by tens.**

88 , 78 , 68 , 58 , 48 , 38 , 28 , 18 , 8

Start on the given number. Count backward by tens.
Write the number you say.

Use the hundred chart if you need.

⭐ **Start on 86.**

76 , 66 , ___ , ___ , ___ , ___ ,

⭐ **Start on 68.**

58 , 48 , ___ , ___ , ___ ,

⭐ **Start on 55.**

45 , ___ , ___ , ___ ,

⭐ **Start on 74.**

___ , ___ , ___ , ___ , ___ , ___ ,

⭐ **Start on 61.**

___ , ___ , ___ , ___ , ___ ,

100 L.E.

Front

Back

Subtracting amount of money within 100 L.E. Use the hundred chart if you need.

Notes for parents

100 L.E.   —   1 L.E.   =   **99 L.E.**

What the student has learned at school :

The student subtracted money from 100 L.E. to reach 0 L.E.

100 L.E.   —   10 L.E.   =   **90 L.E.**

Activities at home :

Print a poster with images of toys with a price on each toy. Use play money to buy and sell with your child.

100 L.E.   —   20 L.E.   =   **80 L.E.**

![pencil icon] **Complete.**

−10 L.E.

100 L.E.

90 L.E.

−10 L.E.

_____ L.E.

_____ L.E.

−20 L.E.

−20 L.E.

_____ L.E.

_____ L.E.

−10 L.E.

_____ L.E.

−10 L.E.

−20 L.E.

_____ L.E.

Join :

40 L.E. – 10 L.E.		40 L.E.
100 L.E. – 20 L.E.		72 L.E.
73 L.E. – 1 L.E.		30 L.E.
50 L.E. – 10 L.E.		80 L.E.
82 L.E. – 20 L.E.		62 L.E.

Complete :

✿ 85 , 84 , 83 , ____ , ____

✿ 50 , 40 , 30 , ____ , ____

✿ 67 , 57 , 47 , ____ , ____

Notes for parents : Show your child two amounts of money and ask him/her to find the difference between them.

ArT corner
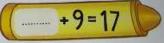
Complete the following, then color according to the missing number.

$60 - 40 = $ ....

$13 - $ .... $= 8$

$12 + $ .... $= 16$

.... $+ 9 = 17$

$15 - $ .... $= 8$

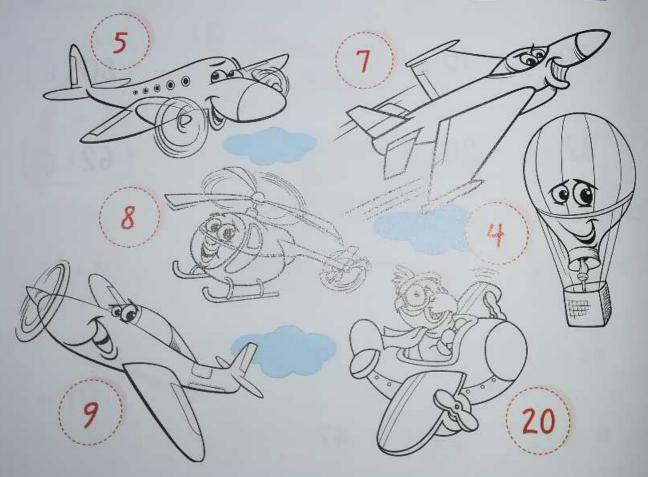$7 + $ .... $= 16$

5

7

8

4

9

20

Play Money

Directions :

• Help your child to cut each money note in the two pages.

• Tell your child to imagine he/she is shopping at a store and let him/her buy his/her toys at home after you say the price of each one.

Progress Chart

This chart lists all the outcomes of this chapter.
[...] your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Subtract multiples of 10 from multiples of 10 within 90.	☆
Apply place value concepts to solve subtraction problems.	☆
Apply strategies to solve addition story problems within 20.	☆
Solve addition problems to find an unknown quantity.	☆
Apply strategies to solve subtraction story problems within 20	☆
Solve subtraction problems to find an unknown quantity.	☆
Count by ones and tens starting at any number.	☆
Apply strategies to add 1 L.E. , 5 L.E. , 10 L.E. , 20 L.E. and 50 L.E. notes within 100 L.E.	☆
Add two-digit and one-digit numbers.	☆
Subtract amounts of money within 100 L.E.	☆
Subtract one-digit and two-digit numbers.	☆
Count backward by ones and tens starting at any number.	☆
Apply strategies to add amount of money within 100 Egyptian pounds.	☆

141

CHAPTER 4

Lessons 91-92 : Subtracting multiples of 10 from two-digit numbers - Two-dimensional shapes (2D shapes)

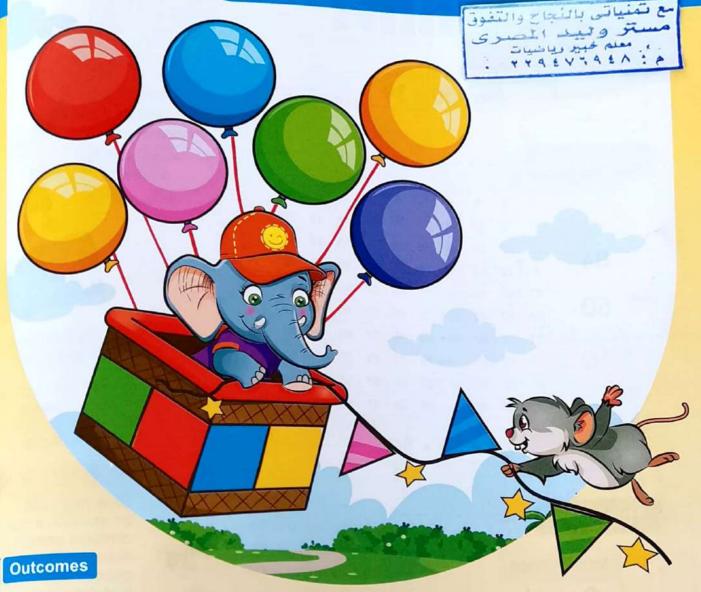**Lessons 93-95 :** Adding multiples of 10 to two-digit numbers - Three-dimensional shapes (3D shapes)

Lessons 96-97 : Half - Quarter (one fourth)

Lessons 98-100 : Decomposing a number within 10 into two parts

- **Subtracting multiples of 10 from two-digit numbers**
- **Two-dimensional shapes (2D shapes)**

مع تمنياتي بالنجاح والتفوق
مستر وليد المصرى
معلم خبير رياضيات
م: ٢٢٩٤٧٦٩٤٨

Outcomes

Students will :

- Apply place value concepts to solve a subtraction problem.
- Identify and illustrate examples of circles, rectangles, squares and triangles.
- Build and draw two-dimensional shapes.
- Identify the attributes of circles, rectangles, squares and triangles

Key vocabulary

- Attribute	- Triangle	- Square	- Rectangle
- Circle	- Side	- Corner	

Subtracting multiples of 10 from two-digit numbers
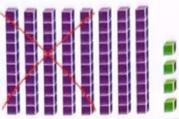
Subtract   **84 - 50**

⭐ First way

84
− 50
___
34

Take **5** tens out of **8** tens and **4** ones

84 - 50 = 34

Start at **84** and move up **5** rows because each row is **10**. You will reach the number **34**

⭐ Second way
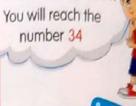
84
− 50
___
34

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

84 - 50 = 34
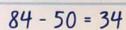
⭐ Third way

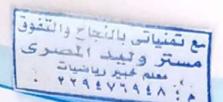| tens	ones
8	4
− 5	0
3	4

(8-5)   (4-0)

• Line up the tens and the ones of the two numbers.
• Subtract the ones column first, then the tens column.

84 - 50 = 34

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م: ٠١٢٢٩٤٧٦٩٤٨

Subtract.

35 - 20

```
   35
 - 20
 ----
   15
```

35 − 20 = 15

59 - 10

```
   59
 - 10
 ----
```

59 − 10 =

74 - 50

```
 -
 ----
```

_ _ = _

81 - 60

```
 -
 ----
```

_ _ = _

93 - 30

```
 -
 ----
```

_ _ = _

67 - 60

```
 -
 ----
```

_ _ = _

43 - 30

```
 -
 ----
```

_ _ = _

99 - 70

```
 -
 ----
```

_ _ = _

72 - 10

```
 -
 ----
```

_ _ = _

This is a square

This is a triangle

This is a rectangle
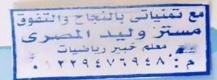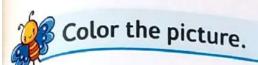
This is a circle

![Bee icon] **Color the picture.**

Red   Yellow   Green   Blue

⭐ How many squares 🟨 ? _____

⭐ How many triangles 🔺 ? _____

⭐ How many circles 🔴 ? _____
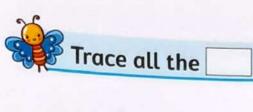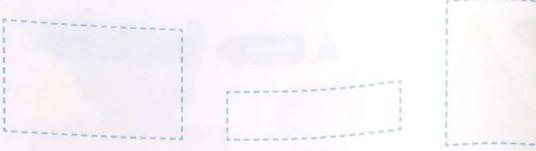
⭐ How many rectangles 🟦 ? _____

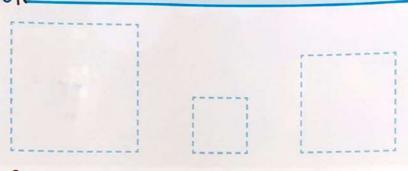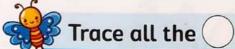**Trace all the** ▭.

Trace all the △.

Notes for parents
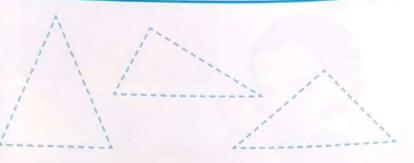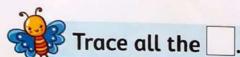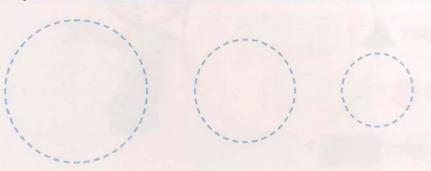
What the student has learned at school :

The student drew triangle, rectangle, square and circle.

Activities at home :

Let your child work with his / her friends to make shapes with their bodies.

Trace all the ▢.

Trace all the ◯.

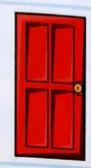# Shapes in our life

Square

Rectangle

Triangle

Circle

Notes for parents

What the student has learned at school :

The student identified examples for two-dimensional shapes in his / her life.

Activities at home :

Help your child to find triangular, squared, rectangular, circular objects around home.
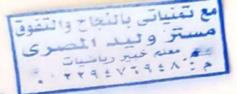
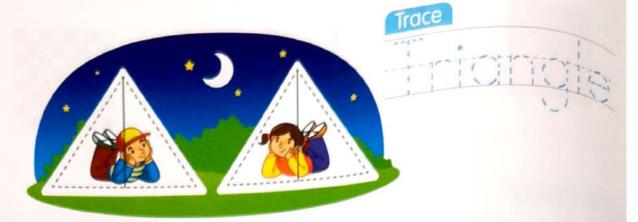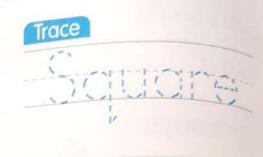**Trace the triangles to make tents.**

Trace

Triangle
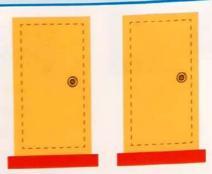
Trace the squares to make presents.

Trace

Square
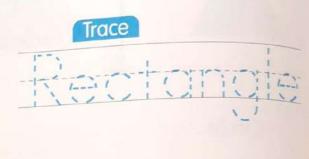
Trace the rectangles to make doors.

Trace

Rectangle
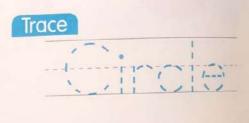
Trace the circles to make the car's wheels.

Trace

Circle
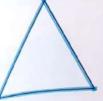
This is one side of a **triangle**.

Use 🖍 to trace each side.
Write how many sides in each shape.

Triangle has **3 sides**.
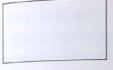
3 sides

Square has **4 sides** equal in length.

_____ sides
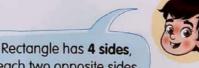
Rectangle has **4 sides**, each two opposite sides are equal in length.

_____ sides

Circle has **no sides**. It is made of one curved line.

_____ sides

What the student has learned at school :

The student knew the concept of the side. He / she count the number of sides of each of triangle, rectangle, square and circle.

Activities at home :
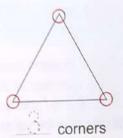
On a paper draw triangle, square, rectangle and circle. Ask your child place a rope along the circle and straws along the sides of the rest shapes.

Identifying corners

This is one corner of a **triangle**.

Each two sides meet at a corner

Use ✏ to circle each corner.
Write how many corners in each shape.

_____ corners

Triangle has **3 corners.**

_____ corners

Square has **4 corners.**

_____ corners
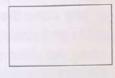
Rectangle has **4 corners.**
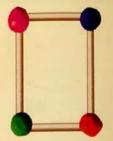
_____ corners
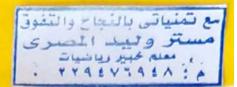
Circle has **no corners.**
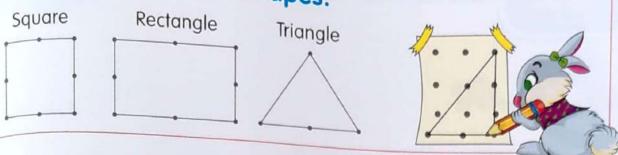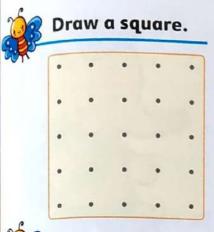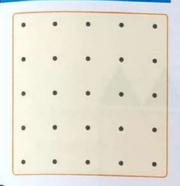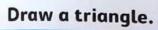
Connect dots to draw shapes.

Square

Rectangle

Triangle

Draw a square.

Draw a different square.

Draw a rectangle.

Draw a different rectangle.

Draw a triangle.

Draw a different triangle.
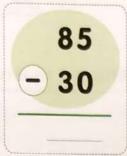
Subtract.

85
− 30
_____

64
− 40
_____

95
− 20
_____

77
− 50
_____
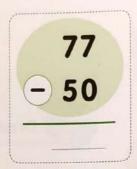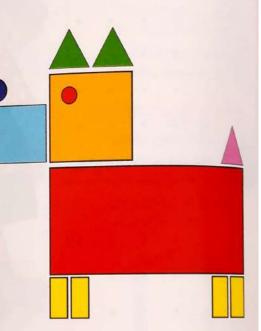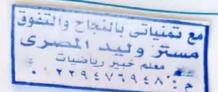
Look and count.

⭐ How many squares ? _____

⭐ How many triangles ? _____

⭐ How many circles ? _____

⭐ How many rectangles ? _____

Notes for parents : Ask your child to show you a rectangular, squared, triangular and circled objects in your home.

- **Subtracting multiples of 10**
- **Sides & corners**

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معلم خبير رياضيات
م : ٠١٢٢٩٤٧٦٩٤٨٠

Place a sticker

Subtract.

$48 - 30 =$ _____

$35 - 10 =$ _____
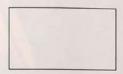
$73 - 20 =$ _____

$85 - 80 =$ _____

Complete each of the following.

- Number of sides is _____
- Number of corners is _____

- Number of sides is _____
- Number of corners is _____

- Number of sides is _____
- Number of corners is _____

- Number of sides is _____
- Number of corners is _____

Notes for parents : Ask your child to draw a shape that has 3 sides and 3 corners.

159

- **Adding multiples of 10 to two-digit numbers**
- **Three-dimensional shapes (3D shapes)**

Outcomes

Students will :
- Apply place value concepts to solve an addition problem.
- Identify three-dimensional shapes : square-based pyramid, rectangular prism (cuboid), cube, sphere, cone, cylinder.
- Identify two-dimensional shapes within three-dimensional shapes.
- Identify examples of three dimensional shapes in the real life.
- compose two-dimensional shapes to create three dimensional shapes.

Key vocabulary

- Attribute	- Rectangular prism (cuboid)		- Square-based pyramid
- Cube	- Cone	- Cylinder	- Sphere
- Edge	- Flat	- Corner	- Side
- Circle	- Face	- Solid	
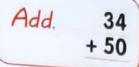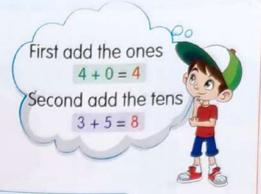
Adding multiples of 10 to two-digit numbers

Add.
34
+ 50

⭐ **First way**

tens	ones
3	4
5	0
8	4

+

First add the ones
4 + 0 = 4
Second add the tens
3 + 5 = 8
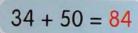
34 + 50 = 84

⭐ **Second way**

Start at 34 and move down 5 rows because each row is 10. You will reach the number 84.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

34 + 50 = 84

Notes for parents

What the student has learned at school :
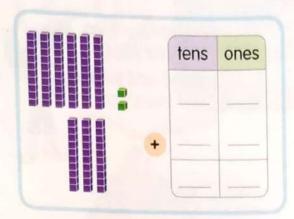
The student added multiples of 10 to two-digit numbers.
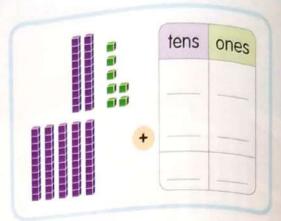
Activities at home :

Give your child a two-digit number and ask him/her to add 10 , 20 , 30 , 40 , 50 , ... to this number.

Complete.

tens	ones

$+$

tens	ones

$+$

Add.

35 + 20

```
   35
+  20
─────
   55
```

$\underline{35} + \underline{20} = \underline{55}$

29 + 10

```
   29
+  10
─────
```

$\underline{29} + \underline{10} = \underline{}$

16 + 50

```
+
```

___ + ___ = ___

31 + 40

```
+
```

___ + ___ = ___

25 + 70

```
+
```

___ + ___ = ___

57 + 20

```
+
```

___ + ___ = ___
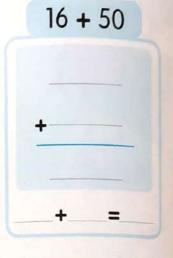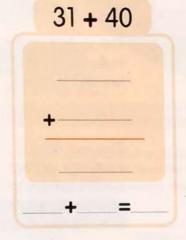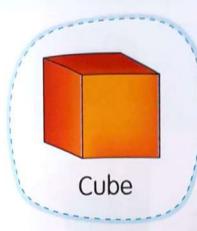
Three-dimensional shapes (3D shapes or solids)

Cube

Rectangular prism (Cuboid)

Cone

Square-based pyramid

Cylinder

Sphere

Notes for parents

What the student has learned at school :
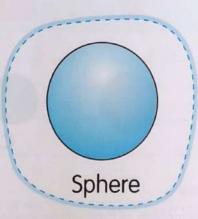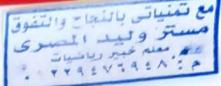
The student recognized cube, cuboid, sphere, cone, cylinder and square-based pyramid. These shapes are called three-dimensional shapes (3D shapes) because they have 3 dimensions (length, width and height).

Activities at home :

Find objects at home that are shaped like the solids in this page.

Calendar (Daily routine) :

Ask your child questions as :

- What is the day that comes after Monday ?

- What is the month that comes before February ?

Solids in our life

Cube

Rectangular prism (Cuboid)

Square-based pyramid

Cylinder

SALT
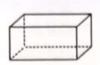
Cone

Sphere
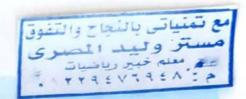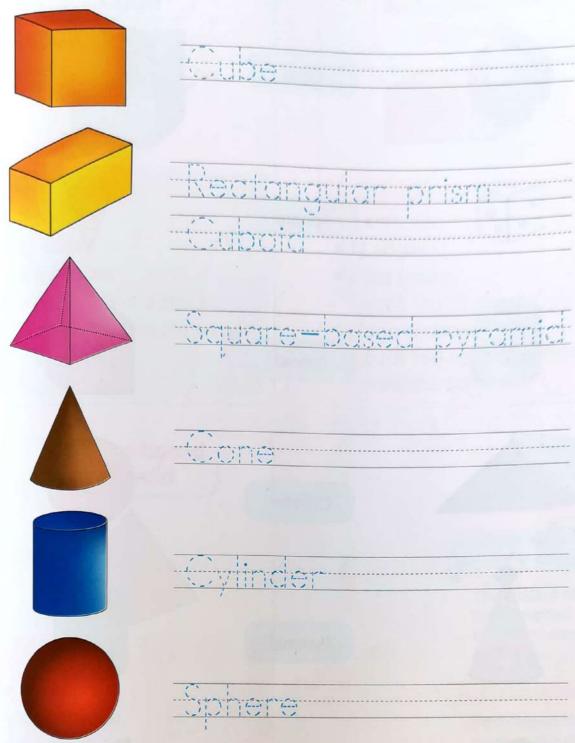
Hint for parents :

Identify more examples of three-dimensional shapes in our life.

Trace the name of each solid.

Cube

Rectangular prism
Cuboid

Square-based pyramid

Cone

Cylinder

Sphere
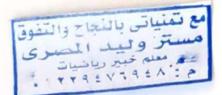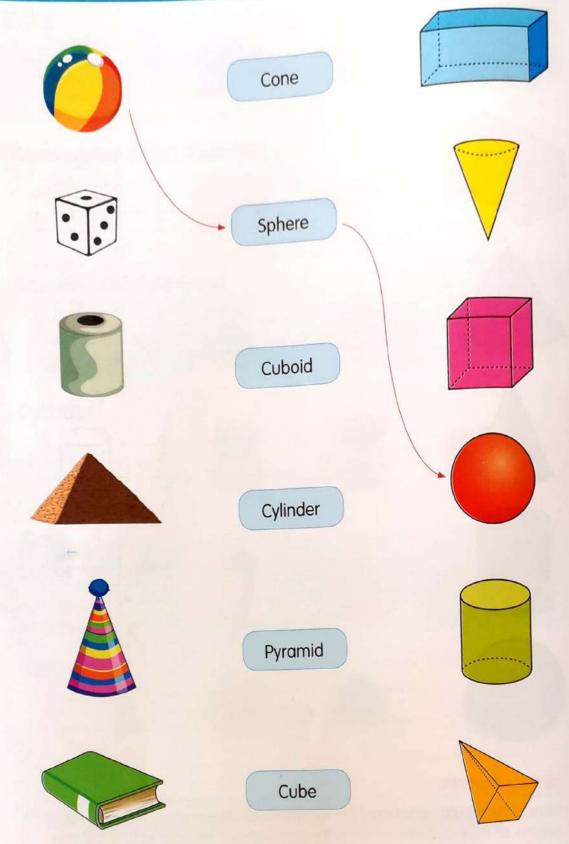
Hint for parents :
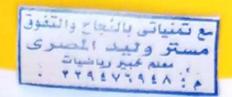
Your child should understand the difference between cubes and rectangular prisms as they understand the difference between squares and rectangles.

Join each shape with its name.

Cone

Sphere

Cuboid

Cylinder

Pyramid

Cube

Describing solids

Cube

Corner

Face

Edge
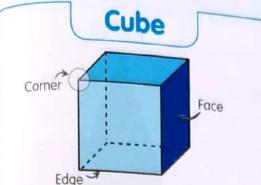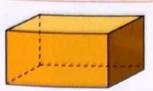
The cube has :
- 8 corners.
- 12 edges.
- 6 flat faces.
  - Each face is a square.
  - All faces have the same size.
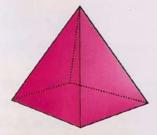
Rectangular prism (Cuboid)

The rectangular prism has :
- 8 corners.
- 12 edges.
- 6 flat faces.
  - Each face is a rectangle or a square.
  - Each two opposite faces have the same size.

Square-based pyramid

The square-based pyramid has :
- 4 corners.
- a pointy top.
- 8 edges.
- 1 square flat face (base).
- 4 triangular flat faces.

Notes for parents

What the student has learned at school :

The student studied the properties of solids and described each one.

Activities at home :

Find objects like the solids in this page. Ask your child to count the faces, edges and corners of each one.

Cylinder

The cylinder has :
- No corners.
- No edges.
- 2 circular flat faces (bases).
- 1 curved face.

Cone

The cone has :
- No corners.
- a pointy top.
- No edges.
- 1 circular flat face (base).
- 1 curved face.

Sphere

The sphere has :
- No corners.
- No edges.
- 1 curved face.

Notes for parents

What the student has learned at school :
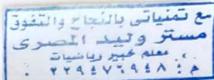
The student recognized that some solids have curved faces.

Activities at home :
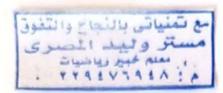
Find objects that are shaped like these solids , let your child try to roll each one.
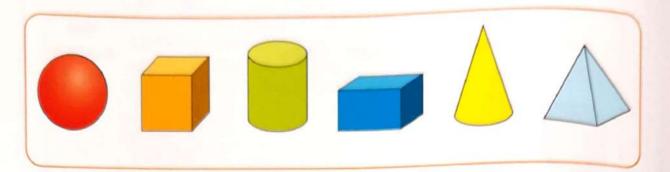
Name each solid and write the missing numbers.

Solid	Name	Corners	Edges	Flat faces	Curved face	Has a pointy top ?
	Cube	8	12	6	0	No
				6		
						Yes
			0			
					1	
		0				
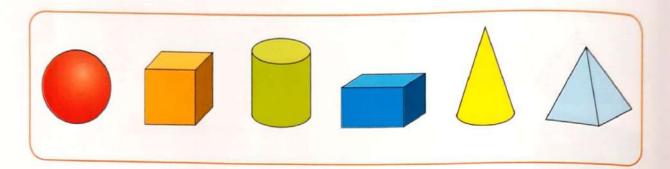
Circle each solid with only a curved face.
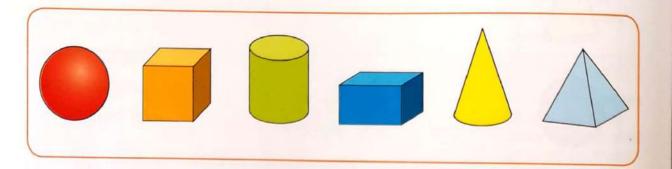
Circle each solid with only flat faces.

Circle each solid with both curved and flat faces.

Circle the correct one.

❁ How many faces of a cube?

4   6   8

❁ How many corners of a rectangular prism?

12   6   8

❁ What is the shape of the base of a cone?

square   triangle   circle

❁ What is the shape of each face of a cube?

rectangle   square   triangle

❁ How many circular bases of a cylinder?

1   2   3

❁ How many corners of a sphere?

0   1   2
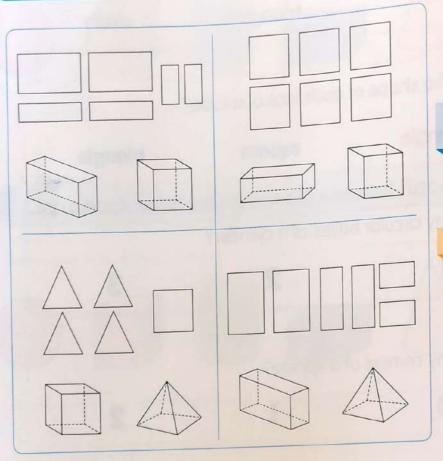
Plane shapes on solids

Each 3D shape is made up of 2D shapes.

You can make six rectangles by drawing around the faces of a rectangular prism.

Look at the faces on the solid figure.
Circle the solid you can use to trace the faces.

What the student has learned at school :

The student used 3D shapes to draw 2D shapes.
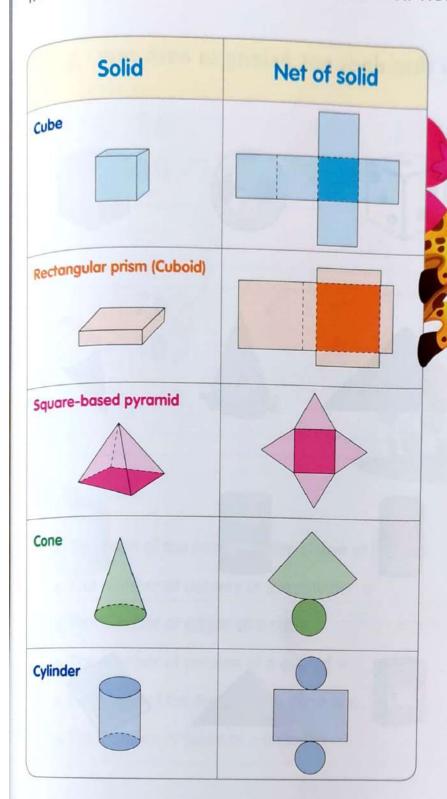
Activities at home :

Gather some objects that are solids,such as a box and a can. Have your child place each one on a sheet of paper, trace the faces and name the shape he/ she drew.

Nets of solids

You can use cardboard and glue to make many solids, the following table shows solids and their nets :

Solid	Net of solid
Cube	
Rectangular prism (Cuboid)	
Square-based pyramid	
Cone	
Cylinder	

Notes for parents

What the student has learned at school :

The student formed 3D shapes using the net of each solid.

Activities at home :

Help your child to fold the net of solids with this book to form 3D shapes.

Three-dimensional shapes

Place a sticker

Cross out the item that does not belong in each row.
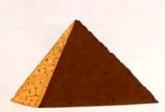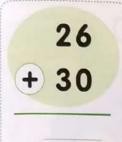
Notes for parents : Ask your child to find a box, a ball and a can, and then tell how they are alike and how they are different.

Add.

26
+ 30
_____

48
+ 20
_____

55
+ 40
_____

76
+ 10
_____

Complete.
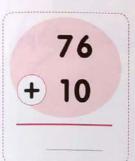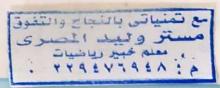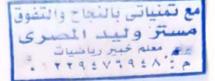
o The base of the cone is in the shape of _____

o The number of corners of the cylinder = _____

o The number of edges of a cube = _____

o The number of corners of a cuboid = _____

o Each face of the faces of the cube is a _____

o The number of faces of a cuboid = _____

Notes for parents : Help your child to make a cylinder by cutting out two circled papers of the same size for its bases and fold a rectangular sheet of paper to form the cylinder body.

175

- **Adding multiples of 10**
- **Plane shapes on solids**

Place a sticker

Add.

$22 + 50 = \underline{\hspace{1.5cm}}$

$37 + 20 = \underline{\hspace{1.5cm}}$

$65 + 30 = \underline{\hspace{1.5cm}}$

$46 + 40 = \underline{\hspace{1.5cm}}$
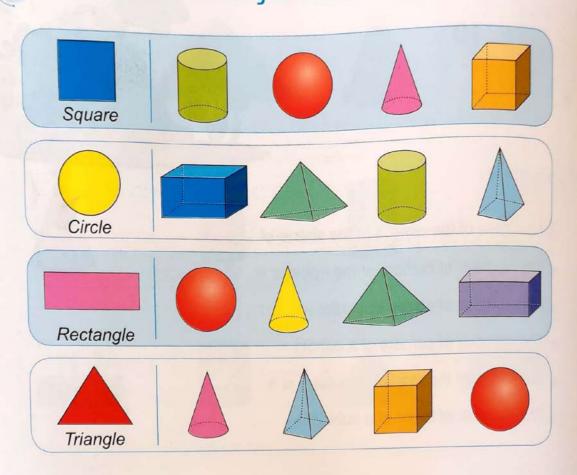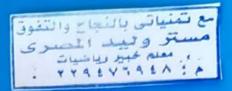
Circle the solid in which you can see the given shape.

Square

Circle

Rectangle

Triangle

Notes for parents : Help your child to color one face of a solid and make it as a print stamp on a paper sheet.

Half–
Quarter (one fourth)

Outcomes

Students will :

- Divide a circle/rectangle into two and four equal shares.

- Describe equal shares of a circle/rectangle as halves and fourths (quarters) of the whole shape.

- Identify how many equal shares of a circle/rectangle makes a whole.

- Explain that decomposing circles/ rectangles into equal shares creates smaller shares.
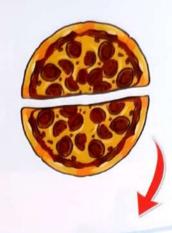
Key vocabulary

- Circle
- Fourths

- Rectangle
- Quarters

- Equal
- Parts

- Halves
- Whole

The half

One whole

2 equal parts
Each part is a half

Happy Birthday

Happy Birthday

One whole = 2 halves

🦋 **Trace.**

Half

One whole

4 equal parts
Each part is a quarter
(one fourth)

Notes for parents
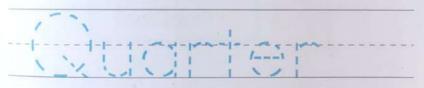
What the student has learned at school :

The student folded a circle or a rectangle into four equal parts. Those parts are called fourths or quarters.

Happy Birthday

Happy Birthday

One whole = 4 quarters

Activities at home :
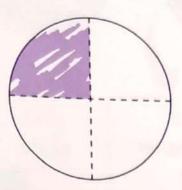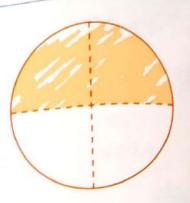
• Invite your child to divide a bread into 4 equal parts and to name each part as one fourth.

• Confirm that one fourth means one quarter.

Trace.

Quarter

Quarter
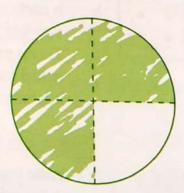
Note
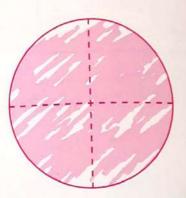
One fourth

Two fourths
= one half

Three fourths

Four fourths
= one whole

One half

One fourth

Two fourths

Three fourths

Four fourths

One whole

Circle according to the colored part.

Half   (Quarter)

Half   Quarter

Quarter   Three fourths

Half   Quarter

Join according to the colored part.

quarter   half   three quarters

Answer the following questions.

❁ How many quarters are in a whole one ?

❁ How many halves are in a whole one ?

❁ How many quarters are in a half ?

Trace the words and join it with the suitable colored parts.

Half •

•

Quarter •

•

Three quarters •

•

One whole •

•

Notes for parents : Give your child a piece of muffin. Have your child divide it into 2 equal parts.

Half & quarter of a rectangle

Place a sticker

Color the parts of the rectangle according to the required.

One half

One fourth

Two fourths

Three fourths

Four fourths

One whole

Notes for parents : Find rectangular things at home that have four equal parts.

Lessons 98-100

Decomposing a number within 10 into two parts

How can i put the 5 cupcakes on the two plates ?

Outcomes

Students will :
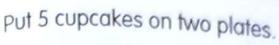
- Decompose quantities within 10 into two parts.
- Create number bonds to model decomposition.
- Write number sentences to model decomposition.
- Count by ones and tens up to 100.

Key vocabulary
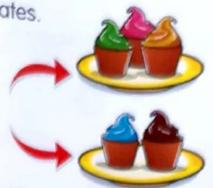
- Decompose
- Number bond
- One hund[...]

Making number bonds

Put 5 cupcakes on two plates.

Whole
5

part
2

part
3

2 and **3** make **5**

This is a number bond.

Is there another way to put the cupcakes on the two plates?

مع تمنياتى بالنجاح والتفوق
مستر وليد المصرى
معلم خبير رياضيات
م: ٠١٢٢٩٤٧٦٩٤٨٠
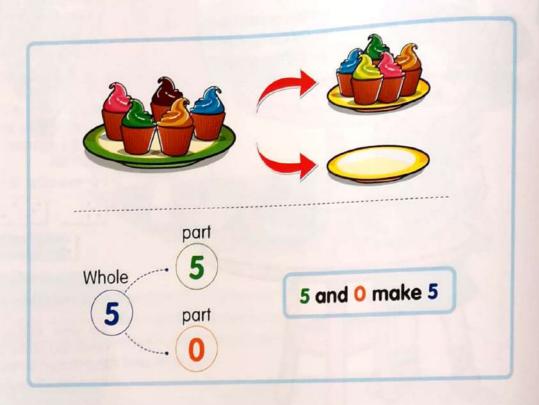
✿ **There are other ways to make 5.**
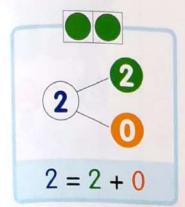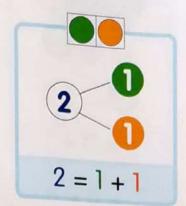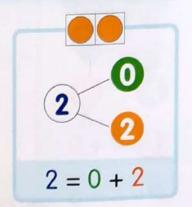
part

1

Whole

5

part

4

1 and 4 make 5

part

5

Whole

5

part

0

5 and 0 make 5

$2 = 2 + 0$

$2 = 1 + 1$

$2 = 0 + 2$

Ways to make **3**

$3 = 3 + 0$

$3 = 2 + 1$

$3 = 1 + 2$

$3 = 0 + 3$

مع تمنياتى بالنجاح والتفوق
مستر وليد المصرى
معلم لخبير رياضيات
م : ٢٢٩٤٧٦٩٤٨

$4 = 4 + 0$

$4 = 3 + 1$

$4 = 2 + 2$

$4 = 1 + 3$

$4 = 0 + 4$

Ways to make **5**

$5 = 5 + 0$

$5 = 4 + 1$

$5 = 3 + 2$

$5 = 2 + 3$

$5 = 1 + 4$

$5 = 0 + 5$

$6 = 6 + 0$

$6 = 5 + 1$

$6 = 4 + 2$

$6 = 3 + 3$

$6 = 2 + 4$

$6 = 1 + 5$

$6 = 0 + 6$
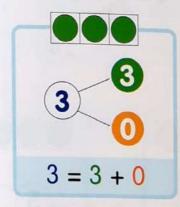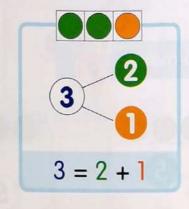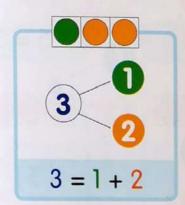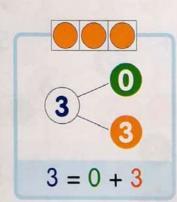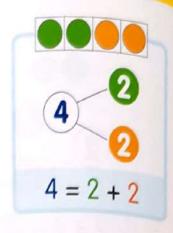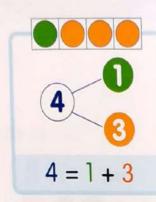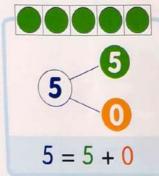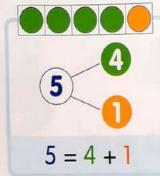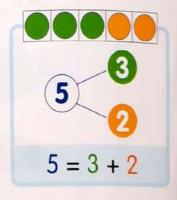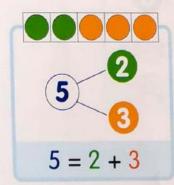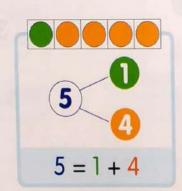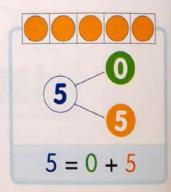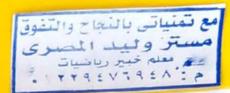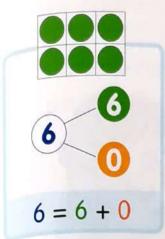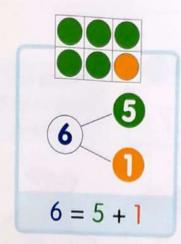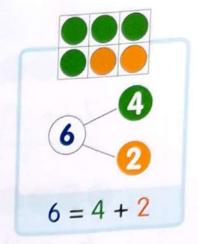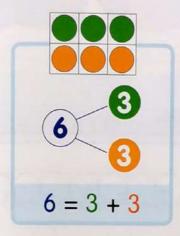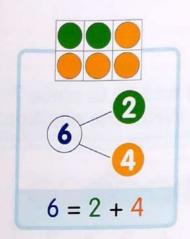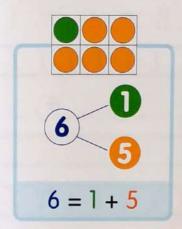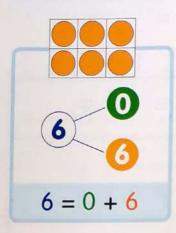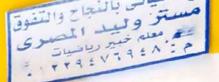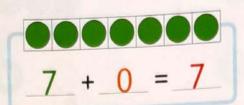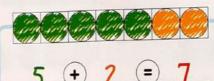
There are many ways to make 7

$$7 + 0 = 7$$

$$6 + 1 = 7$$
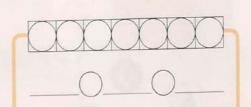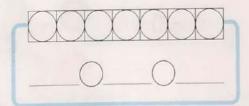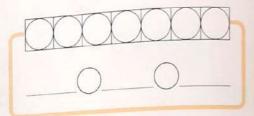
Use 🟢 and 🟠 to make 7.
Color. Write the addition sentence.

$$5 + 2 = 7$$
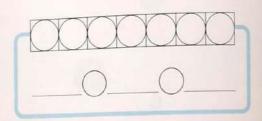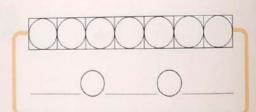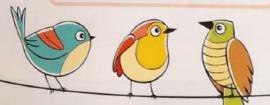
There are many ways you can put 8 🔴 into 2 bags.

🔵	🟠	In All
0	8	8
1	7	8
2		
3		
4		
5		
6		
7		
8		

Write the addition sentence.

$0 + 8 = 8$

_____ + _____ = _____

$1 + 7 = 8$

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

مع تمنياتى بالنجاح والتفوق
مستر وليد المصرى
معلم خبير رياضيات
. ١ ٢٢٩٤٧٦٩٤٨ .

How can you hold

9 ▯ into 2 🖐 ?

🖐	🖐	In All
0	9	9
1	8	9

How can you put

10 ⚾ into 2 🧤 ?

🧤	🧤	In All
0	10	10
1	9	10

Decomposing a number within 10 into two parts

Place a sticker

Complete.

____ + ____ = 8   ____ + ____ = 8

____ + ____ = 8   ____ + ____ = 8

8 + 0 = ____

8

____ + ____ = 8

7 + ____ = 8   ____ + ____ = 8

____ + 2 = 8

Complete.

____ + ____ = 9   ____ + ____ = 9

____ + ____ = 9   ____ + ____ = 9

9

____ + ____ = 9   ____ + ____ = 9

____ + ____ = 9   ____ + ____ = 9

____ + ____ = 9   ____ + ____ = 9

Notes for parents : Ask your child how he/she can place 10 pens in 2 glasses that are different in color.

مع تمنياتى بالنجاح والتفوق
مستر وليد البصرى
م : معلم خبير رياضيات
: ٢٢٩٤٧٦٩٤٨

Number bond
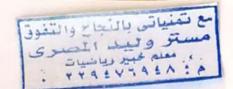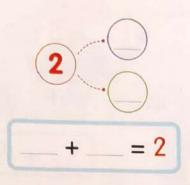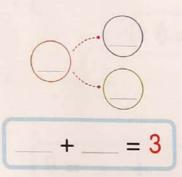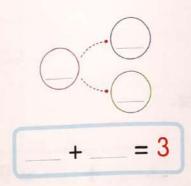
Decompose the number 2 into two parts.

2

_____ + _____ = 2

2

_____ + _____ = 2
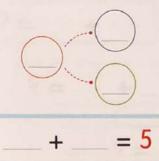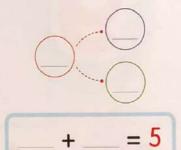
Decompose the number 3 into two parts.

_____ + _____ = 3

_____ + _____ = 3
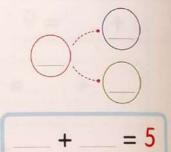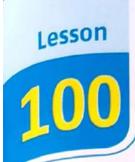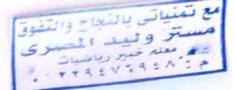
Decompose the number 5 into two parts.

_____ + _____ = 5

_____ + _____ = 5

_____ + _____ = 5

Notes for parents : Ask your child to use small objects to show different ways to make 2 , 3 and 6

Counting by tens up to 100

Place a sticker

Count in order by tens to draw the path that the boy takes to the store.

10   20
30
50   40   50
40
60
50   70
80   80
90   STORE
100
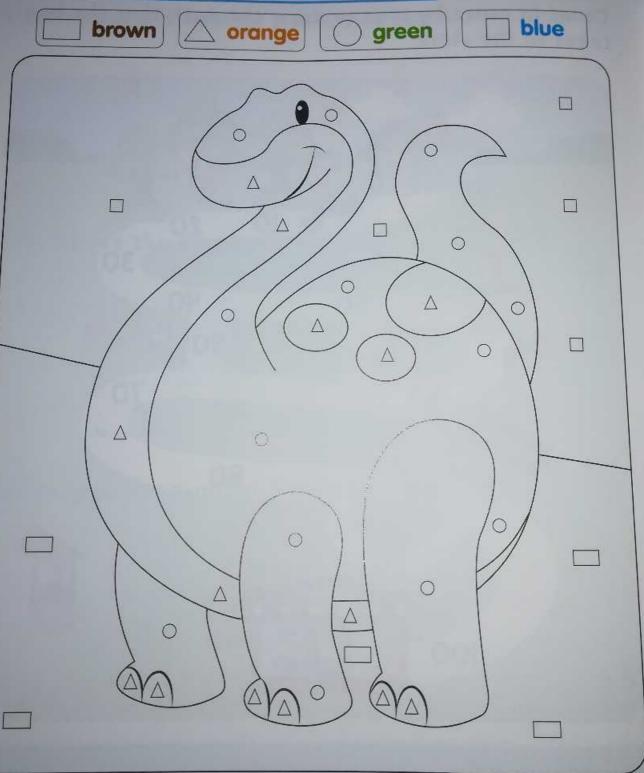
ArT corner

Color the picture.
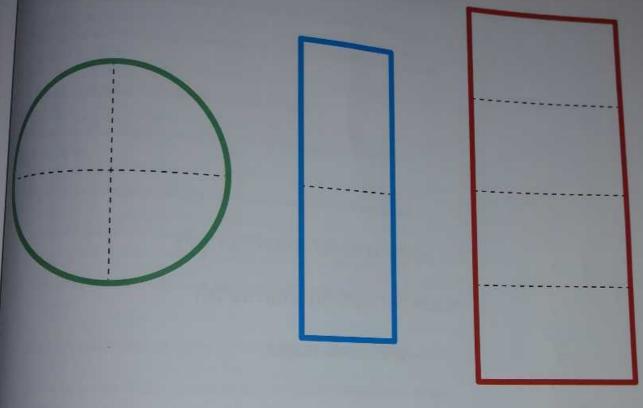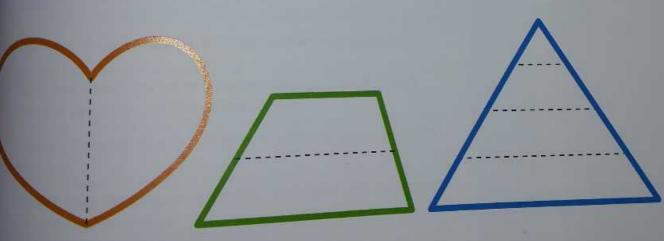
☐ brown   △ orange   ○ green   ☐ blue

Equal and Unequal Parts

Directions :
Cut out each shape along the solid lines. Then fold the shape on the dotted lines.
Do you have equal or unequal parts? Sort the shapes by equal and unequal parts.

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blank for cutting activity on

previous page.

Progress Chart

This chart lists all the outcomes of this chapter.
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Apply place value concepts to solve a subtraction problem.	☆
Identify and illustrate examples of circles, rectangles, squares and triangles.	☆
Build and draw two-dimensional shapes.	☆
Identify the attributes of circles, rectangles, squares and triangles.	☆
Apply place value concepts to solve an addition problem.	☆
Identify three-dimensional shapes : square-based pyramid, rectangular prism (cuboid), cube, sphere, cone, cylinder.	☆
Identify two-dimensional shapes within three-dimensional shapes.	☆
Identify examples of three dimensional shapes in the real life.	☆
Compose two-dimensional shapes to create three-dimensional shapes.	☆
Divide a circle/rectangle into two and four equal shares.	☆
Describe equal shares of a circle/rectangle as halves and fourths (quarters) of the whole shape.	☆
Identify how many equal shares of a circle/rectangle makes a whole.	☆
Explain that decomposing circles/ rectangles into equal shares creates smaller shares.	☆
Decompose quantities within 10 into two parts.	☆
Create number bonds to model decomposition.	☆
Write number sentences to model decomposition.	☆
Count by ones and tens to 100.	

CHAPTER

5

Telling time

09:00

Outcomes

Students will :
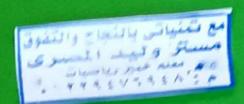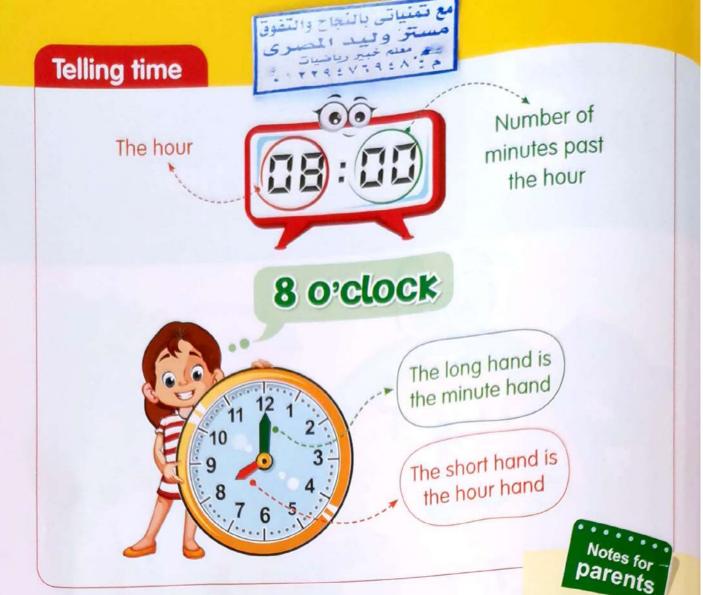
- Identify the times they do daily activities.
- Write times to the hour using analog and digital clocks.
- Tell time to the hour using analog and digital clocks.
- Show time to the hour using analog and digital clocks.

Key vocabulary

- Clock
- Time
- Hour hand
- Analog
- Minute hand
- Digital
- Hour
- O'clock

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م : ٠١٢٢٩٤٧٦٩٤٨٠

The hour

08 : 00

Number of minutes past the hour

8 o'clock

The long hand is the minute hand

The short hand is the hour hand

- When the minute hand points to **12**, we say **o'clock**.

- The hour hand is pointing to **8**, it is **8 o'clock**.

- Every hour, the minute hand moves at a medium speed around the clock from 12 until it points to 12 again.

- The day is **24** hours.

- If it is in the morning, we say that **8 A.M.**

- If it is in the afternoon, we say that **8 P.M.**

What the student has learned at school :

The student told the time on an analog and on a digital clock.
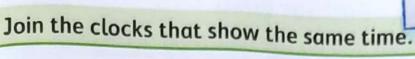
Activities at home :
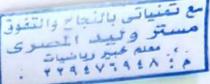
Ask your child to read a clock, to the hour, several times through out the day.

Calendar (Daily routine) :

Ask your child to list all the months begin with M.

Join the clocks that show the same time.

Clock faces showing: 1 o'clock, 5 o'clock, 4 o'clock, 7 o'clock

Digital clocks: 04:00, 01:00, 07:00, 05:00

Draw the hour hand on each clock face.
Write the time on the digital clock.

2 o'clock

___:00

8 o'clock

___:00

6 o'clock

___:00

12 o'clock

___:00

11 o'clock

___:00

9 o'clock

___:00
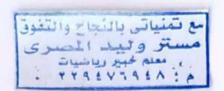
Tell the time that you do the following activities.

It is _____ o'clock.

It is _____ o'clock.

It is _____ o'clock.

It is _____ o'clock.

It is _____ o'clock.

Notes for parents

What the student has learned at school :

The student identified the times he/she does daily activities.

Activities at home :

Help your child to tell the time of each of his/her daily activities and make a discussion with him/her to arrange his/her time and give a suitable time to each activity.
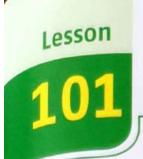
Daily routine

Place
a sticker

Make your own schedule.

	🕖	**7:00**	It is __7__ o'clock.
		__:00	It is _____ o'clock.
		__:00	It is _____ o'clock.
		__:00	It is _____ o'clock.
		__:00	It is _____ o'clock.
		__:00	It is _____ o'clock.

Notes for parents : Encourage your child to talk about his / her daily routine.

Telling time

Place a sticker
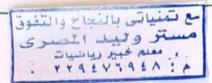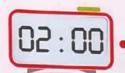
Match the same time.

07:00

02:00

05:00

10:00

06:00

• It is **10** o'clock.

• It is **7** o'clock.

• It is **5** o'clock.

• It is **6** o'clock.
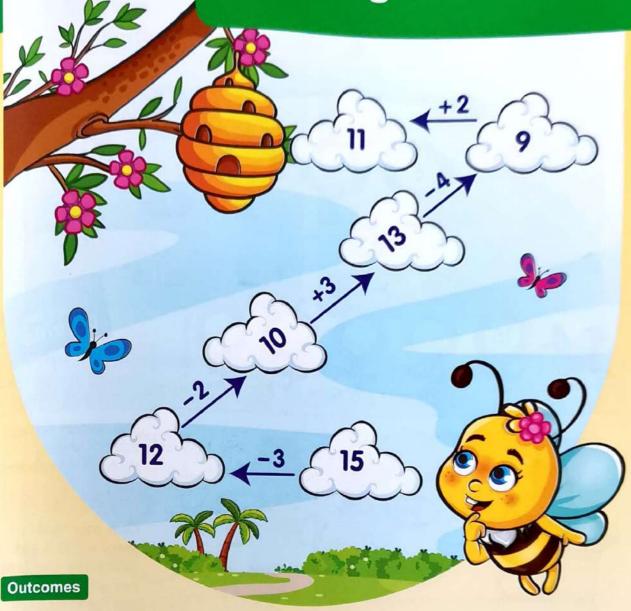
• It is **2** o'clock.

Notes for parents : Use time in your conversation with your child, for example : It is 7 o'clock, it is time to leave for school.

Lessons 103–104

Addition / subtraction games

11 ← +2 ← 9

13 −4 → 9

10 +3 → 13

12 −2 → 10

15 −3 → 12

Outcomes

Students will :
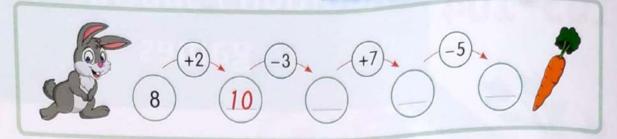
- Apply strategies to solve addition and subtraction problems.
- Apply understanding of number patterns to solve problems.

Key vocabulary
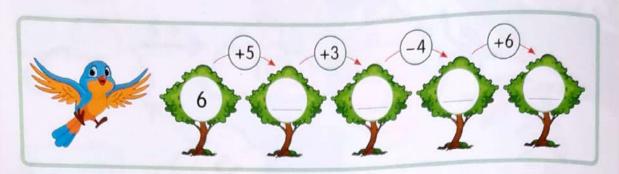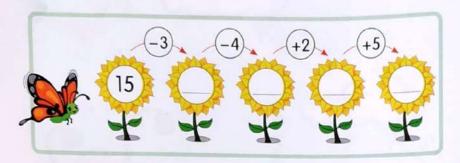
- Addition
- Subtraction
- Counting on
- Mental math
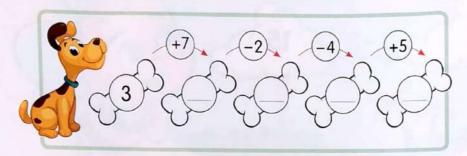
Complete.

Rabbit: 8 → +2 → 10 → −3 → ___ → +7 → ___ → −5 → ___ → carrot

Bird: 6 → +5 → ___ → +3 → ___ → −4 → ___ → +6 → ___

Butterfly: 15 → −3 → ___ → −4 → ___ → +2 → ___ → +5 → ___

Dog: 3 → +7 → ___ → −2 → ___ → −4 → ___ → +5 → ___

Lizard: 17 → −3 → ___ → +5 → ___ → −9 → ___ → +2 → ___

Notes for parents

What the student has learned at school :
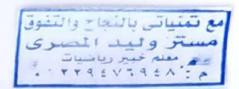
The student solved addition and subtraction problems.

Activities at home :

Give your child some addition and subtraction problems in a game supporting him/her to do them accurately and quickly.

Calendar (Daily routine) :
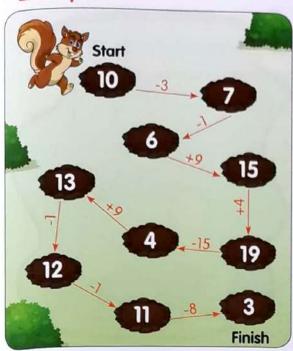
Ask your child to list all days begin with T.

Help the 🐿️ to find new path between the holes using addition and subtraction as in the example.
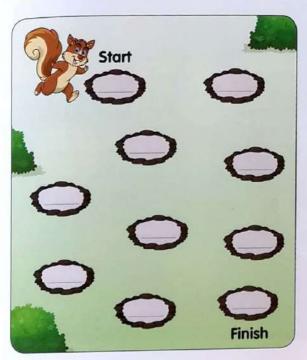
Example :
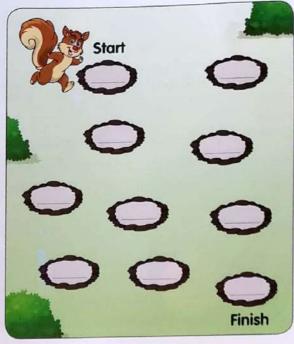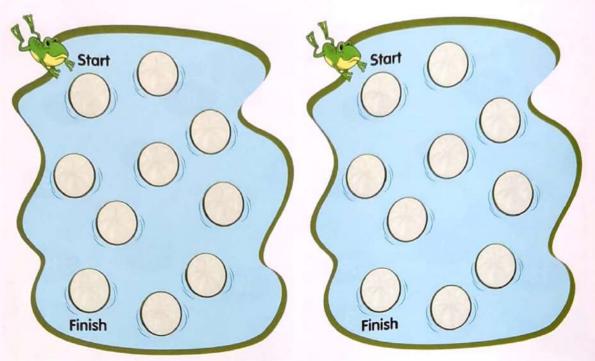
Put 10 numbers between 1 and 20 in each hole, then draw a path for 🐿️ to visit all the holes.
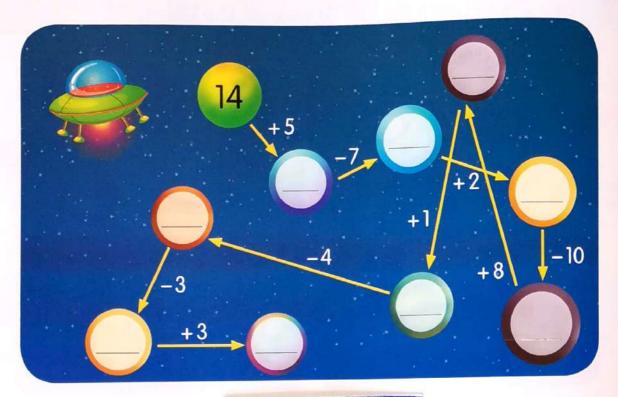
Write 10 numbers between 1 and 20 in the ◯ , then help the 🐸 to jump over all the numbers.

Start

Finish

Start

Finish

Complete.

14

+5

−7

+2

+1

+8

−10

−4

−3
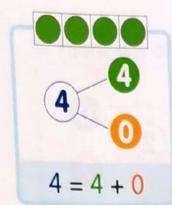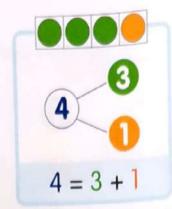
+3

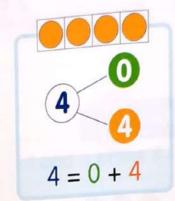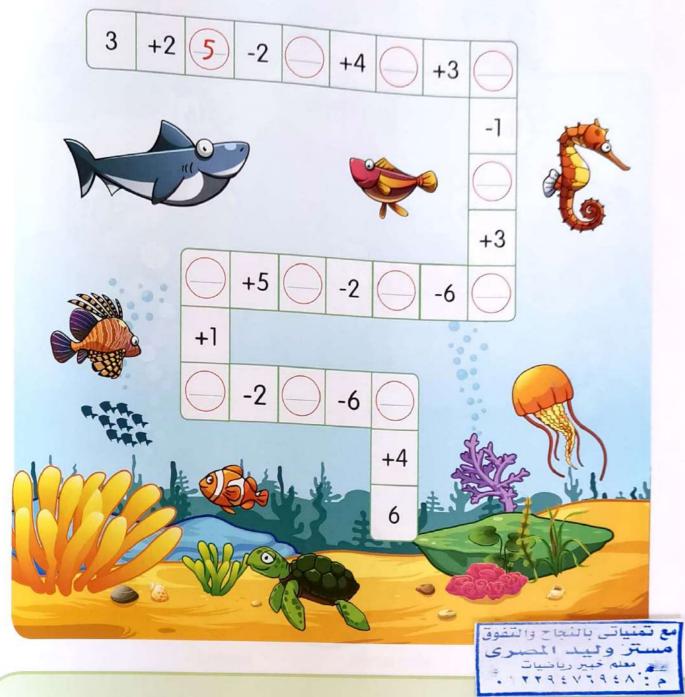مع تمنياتى بالنجاح والتفوق
مستر وليد المصرى
، معلم خبير رياضيات
م: ٢٢٩٤٧٦٩٤٨

Amazing adding and subtracting
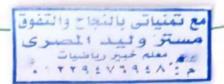
Follow the path around the animals that like water.
Find the sums and differences.

3	+2	(5)	-2	( )	+4	( )	+3	( )

-1

( )

+3

( )	+5	( )	-2	( )	-6	( )

+1

( )	-2	( )	-6	( )

+4

6

مع تمنياتى بالنجاح والتفوق
مستر وليد المصرى
معلم خبير رياضيات
م : ٠١٢٢٩٤٧٦٩٤٨

Notes for parents : Encourage your child to practice adding and subtracting.

Addition / subtraction games

Place a sticker
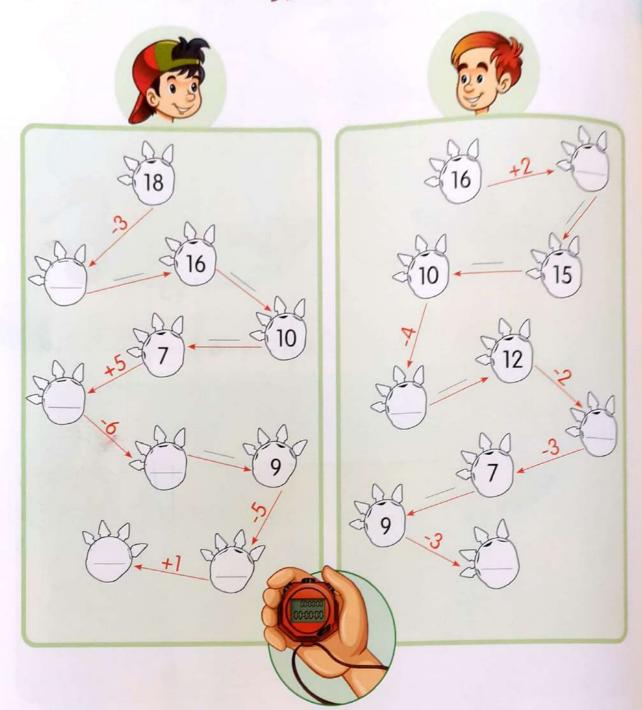
Who can do first ? you / your friend

18

-3

16

7

10

+5

-6

9

-5

+1

16

+2

10

15

-4

12

-2

7

-3

9

-3

Notes for parents : When playing this game with your child, ask him/her how to find the missed numbers.
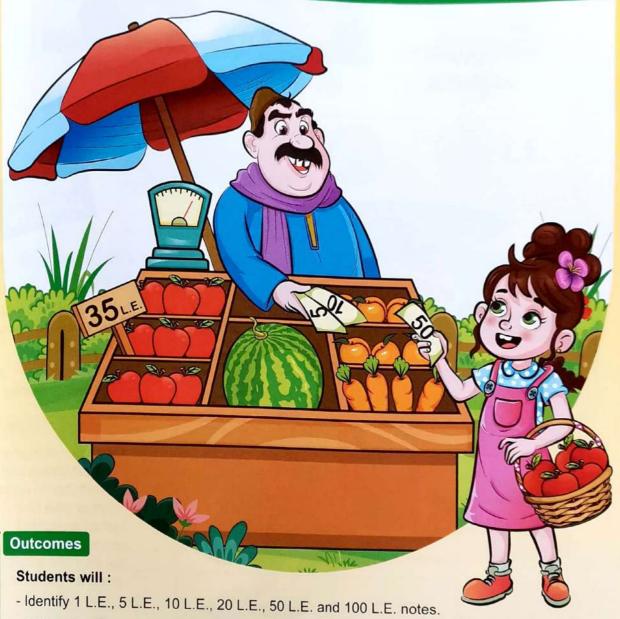
Lessons
105-106

More money

Outcomes

Students will :

- Identify 1 L.E., 5 L.E., 10 L.E., 20 L.E., 50 L.E. and 100 L.E. notes.
- Add and subtract units of money to 100 Egyptian pounds.

Key vocabulary

- Add

- Subtract

- Mental math

215

Remember money

1 pound

1 pound

5 pounds

10 pounds

20 pounds

50 pounds

100 pounds

Notes for parents

What the student has learned at school :

- The student counted an amount of money.
- Collected some notes to get a certain amount of money.

Activities at home :

Give your child some play banknotes and ask him/her to count them or give him/her an amount of money and ask him/her to make a certain amount from them.

36 pounds

11 pounds

26 pounds

25 pounds

If the boy wants to buy the ball, he will pay

Write the amount of money.

_____ L.E.

_____ L.E.

_____ L.E.

_____ L.E.

_____ L.E.
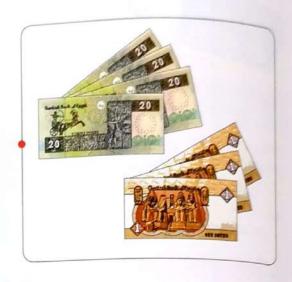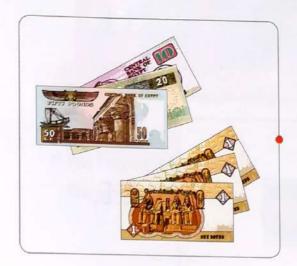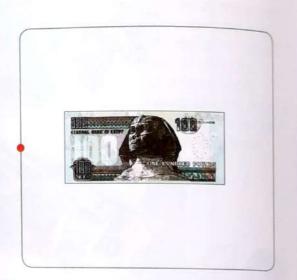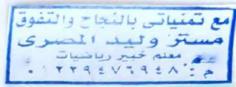
Circle the amount of money you need exactly to buy each item.

82 pounds

49 pounds

74 pounds

17 pounds

Draw a simple note [1 POUND] [5 POUNDS] [10 POUNDS] [20 POUNDS] [50 POUNDS] to get the required amount of money.

82 pounds

38 L.E.

75 pounds

46 L.E.
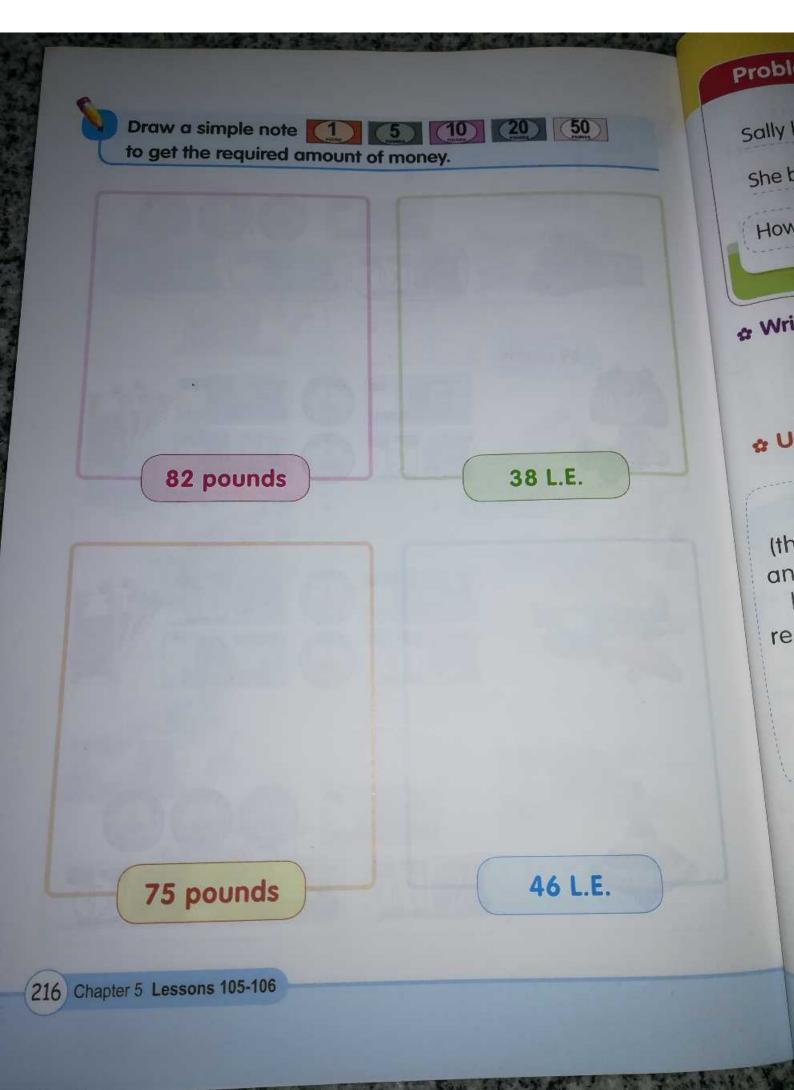
Problem solving

Sally has **60** L.E.

She bought a doll for **25** L.E.

How much money is remained with Sally ?

✿ **Write a number sentence to solve.**

| 60 | − | 25 | = | ? |

✿ **Use the hundred chart to solve.**

1st way

Start from **60** (the larger number) and move backward by ones until you reach **25** (the smaller number),

you will make **35** jumps.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

To 30
To 40
To 50

60 − 25 = 35

⭐ The remained money with Sally is **35** L.E.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

To 31

To 41

To 51
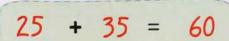
Start from **25**
(the smaller number)
and move forward by
ones until you reach
60 (the larger number),
you will make **35** jumps.

Notes for parents

What the student has learned at school :

The student used a hundred chart to solve word problem.
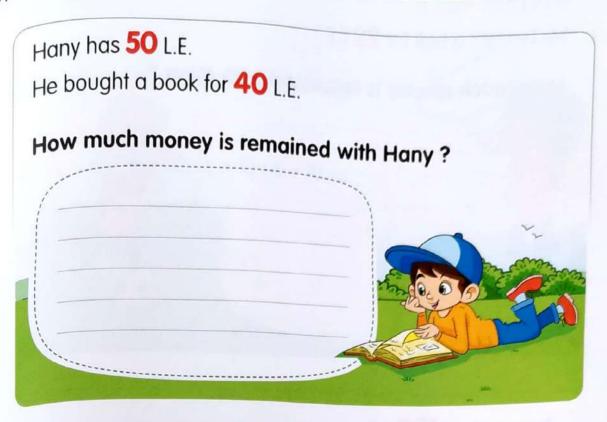
Activities at home :
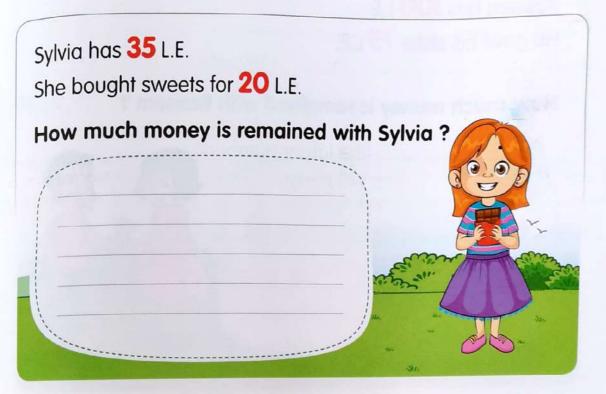
Make a story with subtraction problem and help your child to write the subtraction sentence, then ask him / her to solve it using a hundred chart.

25 + 35 = 60

⭐ The remained money with Sally is **35** L.E.

Use a hundred chart to solve each problem.

Hany has **50** L.E.

He bought a book for **40** L.E.

How much money is remained with Hany ?

Sylvia has **35** L.E.

She bought sweets for **20** L.E.

How much money is remained with Sylvia ?

Mina has **42** L.E.

He bought a ball for **22** L.E.

How much money is remained with Mina ?
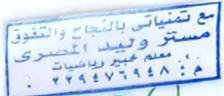
Bassem has **100** L.E.

He gave his sister **75** L.E.

How much money is remained with Bassem ?

Adding money

Place a sticker

Exchange each amount of money.

Answers will vary.

60 L.E. **=** 20 L.E. **+** 20 L.E. **+** 10 L.E. **+** 10 L.E.

or **=** 50 L.E. **+** 10 L.E.

or **=** 50 L.E. **+** 5 L.E. **+** 5 L.E.

40 L.E. **=** _____

_____

_____

35 L.E. **=** _____

_____

_____

78 L.E. **=** _____

_____

_____

Notes for parents : Help your child to show each amount of money in different ways.
Ask your child which way does use the fewest notes ?
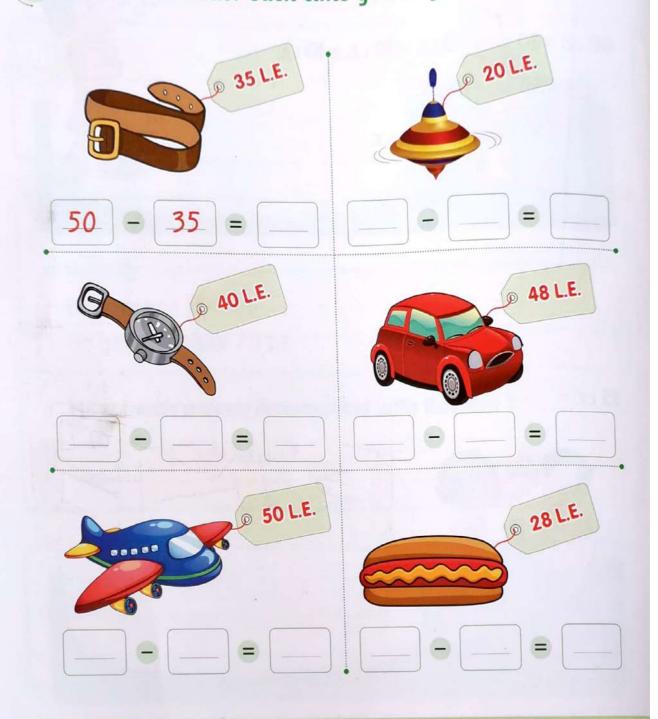
How much is the remainder ?

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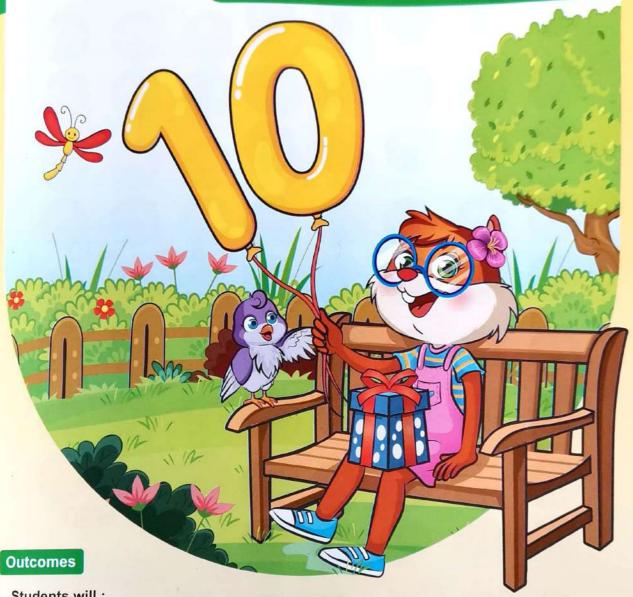
If you have
Write the remainder each time you buy the item.
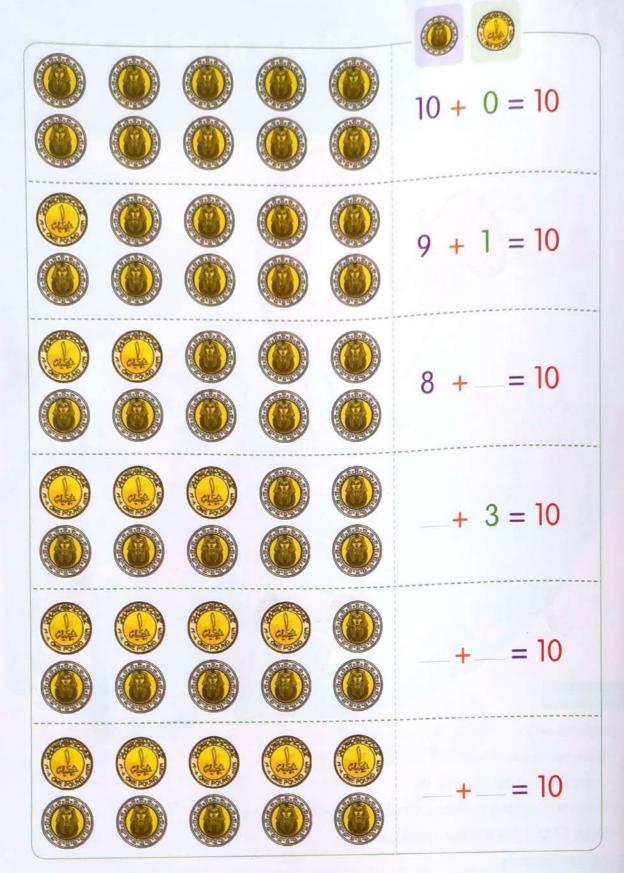
35 L.E.

20 L.E.

50 − 35 = ☐   ☐ − ☐ = ☐

40 L.E.

48 L.E.

☐ − ☐ = ☐   ☐ − ☐ = ☐

50 L.E.

28 L.E.

☐ − ☐ = ☐   ☐ − ☐ = ☐

226

Notes for parents : Help your child to use a hundred chart to find the remainder in each problem in this page.

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م : ٠١٢٢٩٤٧٦٩٤٨

Make a 10 to add

Outcomes

Students will :

- Apply strategies to add and subtract within 20.

- Compose and decompose 10.

- Find the number that makes 10 when added to a given number.

- Make 10 to solve addition problems.

Key vocabulary

- Addition   - Counting on   - Making ten   - Mental math

$$10 + 0 = 10$$

$$9 + 1 = 10$$

$$8 + \underline{} = 10$$

$$\underline{} + 3 = 10$$

$$\underline{} + \underline{} = 10$$

$$\underline{} + \underline{} = 10$$

____ + ____ = 10

____ + ____ = 10

____ + ____ = 10

____ + ____ = 10

____ + ____ = 10

Make a 10 to add

Find the sum of 8 + 5

8+5
=
10+3

Show **8**.
Then show **5**.

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$
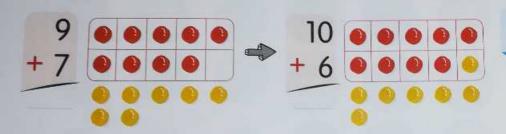
Make a ten.
8 is close to **10**
Move **2** counters into the ten frame.

$$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$

Make a ten to add.

$$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$$
➡
$$\begin{array}{r} 10 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$
➡
$$\begin{array}{r} 10 \\ \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$
➡
$$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

Notes for parents

What the student has learned at school :
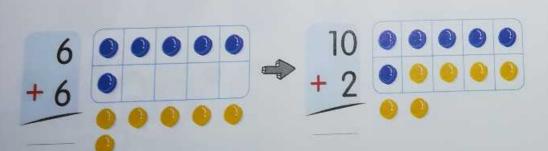
The student added two 1-digit numbers within 20 by making a 10.

Activities at home :
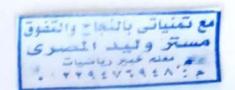
• Give your child an addition problem such that its result is greater than 10 and less than 20 (8 + 4)

• Let him/her make 2 trains snap cubes with different 2 colors to show each number.

• Ask him/her to snap trains together then unsnap them to show a ten train and a train of the left cubes.

8 + 4 = 12
10 + 2 = 12
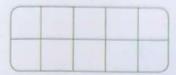
Draw 🔴 and 🟡 to show the number sentence. Add.

$6 + 5 =$ ___

$10 + $ ___ $= $ ___

$9 + 3 = $ ___

$10 + $ ___ $= $ ___

$8 + 6 = $ ___

$10 + $ ___ $= $ ___

$5 + 7 = $ ___

$10 + $ ___ $= $ ___

$4 + 9 = $ ___

$10 + $ ___ $= $ ___

$8 + 7 = $ ___

$10 + $ ___ $= $ ___
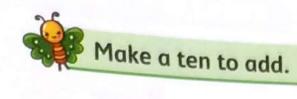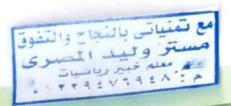
Hint for parents :

Your child may make a ten to add problems as $(8 + 5)$ by two ways :

$$\begin{array}{c} 8 \\ + 5 \end{array} \rightarrow \begin{array}{c} ^{10}8 \\ + ^3 5 \end{array} \rightarrow \begin{array}{c} 10 \\ + 3 \\ \hline 13 \end{array}$$

Or

$$\begin{array}{c} 8 \\ + 5 \end{array} \rightarrow \begin{array}{c} ^3 8 \\ + ^{10} 5 \end{array} \rightarrow \begin{array}{c} 3 \\ + 10 \\ \hline 13 \end{array}$$

9
+ 3
―――
12

10
+ 2
―――
12

7
+ 5
―――

6
+ 8
―――

7
+ 9
―――

4
+ 9
―――

7
+ 7
―――

5
+ 6
―――

9
+ 8
―――

Make a ten to add

Find the sum of 13 + 5

Show **13**.
Then show **5**.

13
+ 5
___

Make a ten.
Move **3** counters from
the second ten frame.
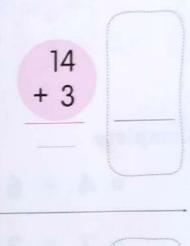
10
+ 8
___
18
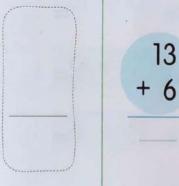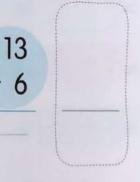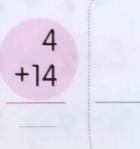
Make a ten to add.

15	10	16		14	
+4	+9	+2		+3	
19	*19*	___		___	

12		13		4	
+4		+6		+14	
___		___		___	

Make a ten

Place a sticker

Complete.

2+ _____

1+ _____

3+ _____

9+ _____

10

4+ _____

8+ _____

5+ _____

7+ _____

6+ _____

Complete.

✿ 4 ⊕ 6 = | 6 | ⊕ | 4 | = | 10 |

✿ 7 ⊕ 3 = | | ⊕ | | = | |

✿ 2 ⊕ 8 = | | ⊕ | | = | |

✿ 9 ⊕ 1 = | | ⊕ | | = | |

Notes for parents : Tell your child a number from 0 to 10 and ask him/her to tell you another number to make a 10.

(234)

Make a 10 to add (1)

Place
a sticker

Make a ten to add.

10
7 + 5 = _____

10
4 + 9 = _____

10
6 + 5 = _____

8 + 7 = _____

Put > , < or =.

7 + 4		6 + 6		9 + 5		4 + 6
8 + 8		9 + 7		8 + 6		7 + 8
7 + 6		4 + 8		5 + 6		3 + 9

Notes for parents : Ask your child to read a problem in this page and tell you how to solve it by making a ten. For example : solve 8 + 5 by making it 10 + 3

Make a 10 to add (2)

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Place
a sticker

Match equal sums.

5
+ 6

8
+ 9

7
+ 8

9
+ 7

5
+ 7

4
+ 9

10
+ 7

10
+ 3

10
+ 1

10
+ 2

10
+ 5

10
+ 6

Notes for parents : Ask your child to tell you how to make a ten to solve (7 + 8).
Help him/her draw a ten frame to solve the problem.
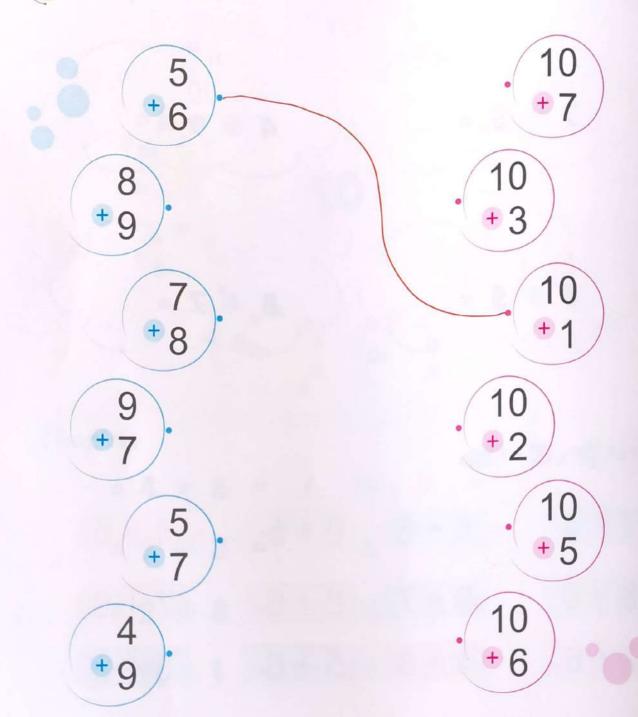
Make a 10 to add (3)

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معلم خبير رياضيات
٠١٢٢٣٩٤٧٦٩٤٨٠

Place a sticker

Complete.

10   6
12 + 4 = 16

17 + 2 = ____

14 + 5 = ____

13 + 2 = ____

11 + 7 = ____

15 + 3 = ____

6 + 13 = ____

Notes for parents : Ask your child to practice adding by making a ten first.

237

ArT corner

Color the spaces with sum 10 in orange.

1 + 13

1 + 1

9 + 2

0 + 2

3 + 4

10 + 0

8 + 5

3 + 7

8 + 11

5 + 7

5 + 0

2 + 8

1 + 9

1 + 9

4 + 2

12 + 4

3 + 6

3 + 1

5 + 1

1 + 7

4 + 6

0 + 10

3 + 2

11 + 2

5 + 5

9 + 1

13 + 3

8 + 2

7 + 3

12 + 1

3 + 14

7 + 0

18 + 1

5 + 5

6 + 4

1 + 1

15 + 4

11 + 8

4 + 4

8 + 5

2 + 3

Make Your Own Clock

Minutes

Hours

| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 |
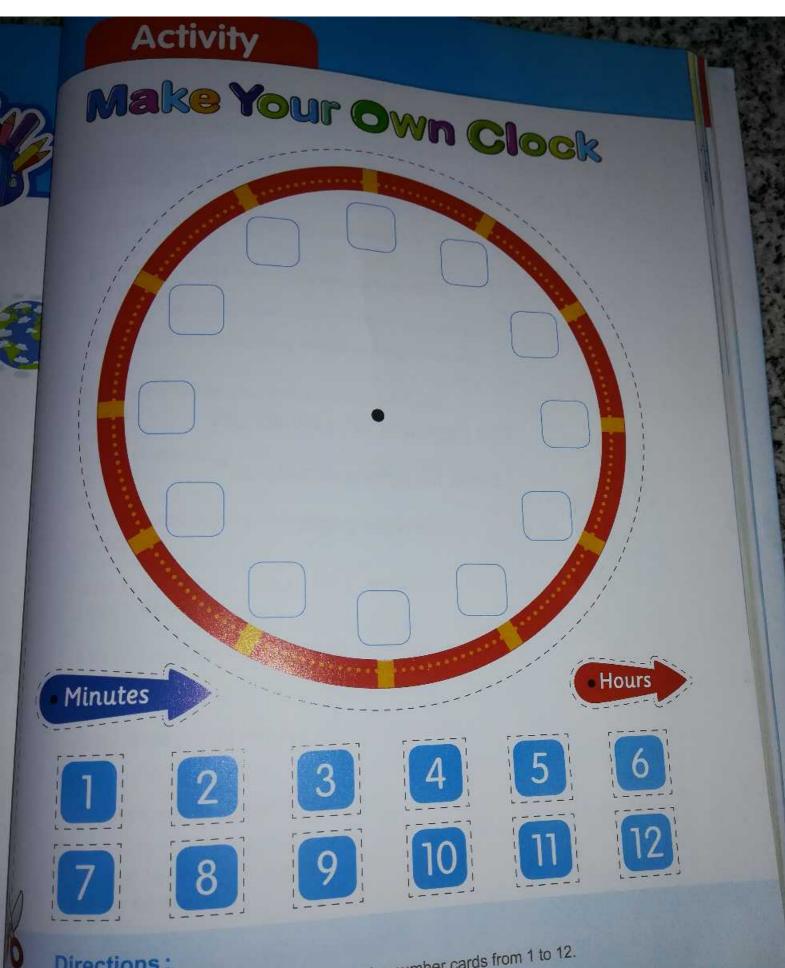
Directions :

- Cut the clock face, the two hands and the number cards from 1 to 12.
- Stick the numbers on the clock face by glue.
- Pin the hands in the middle of the clock face to get your own clock.

235

This page was left intentionally

blank for cutting activity on

previous page.

Progress Chart

This chart lists all the outcomes of this chapter.
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Identify the times they do daily activities.	☆
Write times to the hour using analog and digital clocks.	☆
Tell time to the hour using analog and digital clocks.	☆
Show time to the hour using analog and digital clocks.	☆
Apply strategies to solve addition and subtraction problems.	☆
Apply understanding of number patterns to solve problems.	☆
Identify 1 L.E., 5 L.E., 10 L.E., 20 L.E., 50 L.E. and 100 L.E. notes.	☆
Add and subtract units of money to 100 Egyptian pounds.	☆
Apply strategies to add and subtract within 20.	☆
Compose and decompose 10.	☆
Find the number that makes 10 when added to a given number.	☆
Make 10 to solve addition problems.	☆

CHAPTER

6

56

$$\begin{array}{r} 25 \\ + 31 \\ \hline ? \end{array}$$

Lessons 111-113

- 1 more & 1 less
- 10 more & 10 less
- Adding two numbers

Outcomes

Students will :

- Apply strategies to solve addition and subtraction problems.

- Find 1 more or 1 less than a given number.

- Find 10 more or 10 less than a given number.

- Add a two-digit number and a one-digit number.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1 more

47 48 49

1 less

Note

49 is 1 more than **48**

47 is 1 less than **48**

Use the hundred chart to complete.

_____ is 1 more than **64**.

_____ is 1 less than **64**.
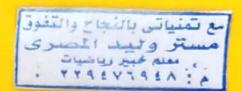
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م : معلم خبير رياضيات

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

38
10 less
48
10 more
58

Note

58 is 10 more than **48**

38 is 10 less than **48**

Use the hundred chart to complete.

_____ is 10 more than **64**.

_____ is 10 less than **64**.
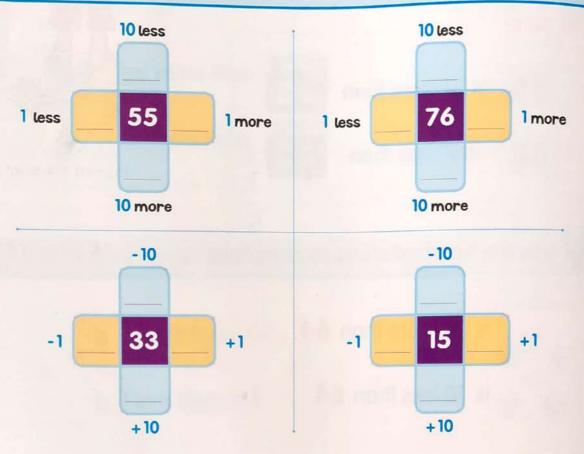
مع تمنياتى بالنجاح والتفوق
مستر وليد المصرى
، معلم خبير رياضيات
م: ٢٢٩٤٧٦٩٤٨

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

10 less
-10
38
1 less
-1   47 48 49   1 more
+1
58
10 more
+10

Use the hundred chart to fill in.

10 less

1 less ____ | 55 | ____ 1 more

10 more

10 less

1 less ____ | 76 | ____ 1 more

10 more

-10

-1 ____ | 33 | ____ +1

+10

-10

-1 ____ | 15 | ____ +1

+10
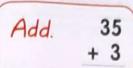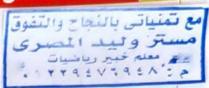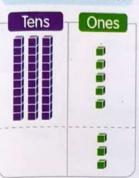
Adding a one-digit number to a two-digit number

Add.   35
      + 3
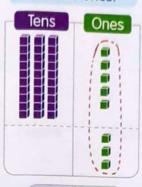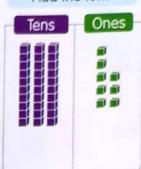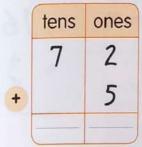
Step 1	Step 2	Step 3
Show 35. Show 3.	Add the ones.	Add the tens.

tens	ones
3	5
+	3

tens	ones
3	5
+	3
	8

tens	ones
3	5
+	3
3	8

🐝 Add each of the following.

tens	ones
7	2
+	5

tens	ones
4	3
+	6

tens	ones
5	3
+	4

tens	ones
3	2
+	7

Notes for parents

What the student has learned at school :

The student added a 1-digit number to a 2-digit number.

Activities at home :

Ask your child to draw pictures to show how to find the sum of 63 + 5

Solve the addition problems.

22
+ 5

41
+ 2

12
+ 7

35
+ 4

50
+ 8

94
+ 5

33
+ 3

3
+ 15

4
+ 44

25
+ 3

64
+ 4

16
+ 3

"Fill it in" Activity

Place a sticker

Write the numbers.

10 less

1 less   **35**   1 more

10 more

10 less

1 less   **57**   1 more

10 more

10 less

1 less   **63**   1 more

10 more

- 10

-1   **86**   +1

+ 10

- 10

-1   **16**   +1

+ 10

- 10

-1   **77**   +1

+ 10

Notes for parents : Help your child to use the hundred chart to solve the problems in this page.

249
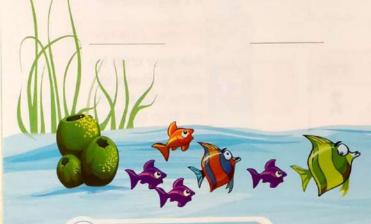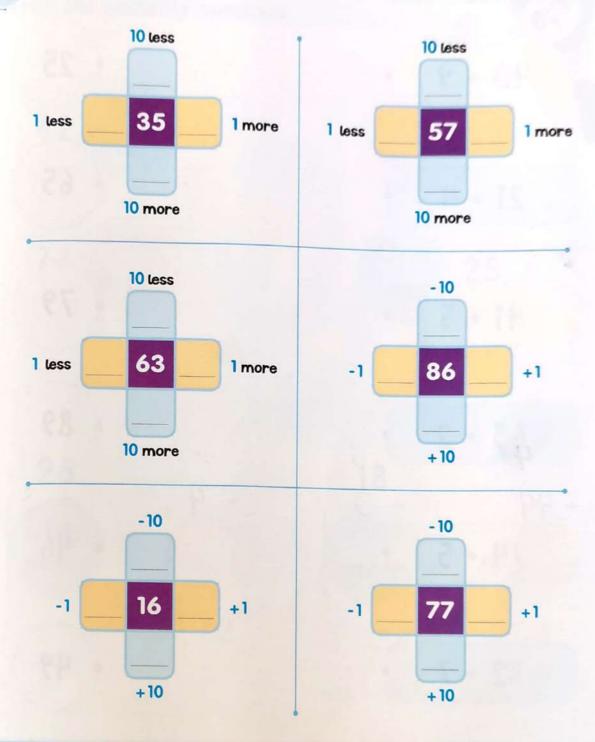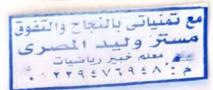
Adding two numbers

Place a sticker

Find the result. Join.

40 + 9		25
21 + 4		65
41 + 5		79
63 + 2		89
74 + 5		46
82 + 7		49

Notes for parents : Ask your child to draw pictures to show how to find the sum of 21 + 4

- **1 more & 1 less**
- **10 more & 10 less**

Place a sticker

Write the suitable numbers.

42 →One more→ _____

_____ ←One less← 34

77 →One more→ _____

_____ ←One less← 25

25
↓ **10 more**
_____

_____
↑ **10 less**
72

18
↓ **10 more**
_____

_____
↑ **10 less**
54

Notes for parents : Ask your child to explain how to use the hundred chart to add and subtract one or ten.

251

Adding 2 two-digit numbers

13+31=?

Outcomes

Students will :

- Find 1 more or 1 less than a given number.

- Find 10 more or 10 less than a given number.

- Add multiples of 10 to two-digit numbers.

- Apply strategies to add 2 two-digit numbers.

Key vocabulary

- Add   - Multiples of 10   - Two-digit number

Adding 2 two-digit numbers

How to add 21 + 35 ?

Second

Add the **tens**

$2 + 3 = 5$
tens

tens	ones
2	1
3	5
5	6

+

First

Add the **ones**

$1 + 5 = 6$
ones

Add.

46 + 31

```
  46
+ 31
____
  77
```
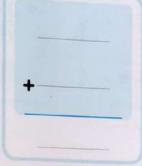
25 + 42

```
  __
+ __
____
  __
```

15 + 43

```
  __
+ __
____
  __
```

22 + 66

```
  __
+ __
____
  __
```

Notes for parents

What the student has learned at school :

The student added 2 two-digit numbers.

Activities at home :

Give your child two amounts of money more than 10 pounds and ask him/her to count each amount and find their sum.

Reviewing adding multiples of 10 to a two-digit number

Place a sticker

Add.

25 +30	41 +40	35 +20	18 +80
14 +20	12 +70	71 +10	35 +50
67 +20	23 +40	47 +50	66 +10

Notes for parents : Ask your child to explain how to find the sum for any problem in this page.

Adding 2 two-digit numbers

Place a sticker

Add.

25
+ 13
_____

37
+ 42
_____

66
+ 21
_____

84
+ 13
_____

55
+ 32
_____

54
+ 45
_____

85
+ 14
_____

94
+ 3
_____

16
+ 13
_____

73
+ 24
_____

64
+ 23
_____

48
+ 41
_____

37
+ 12
_____

47
+ 11
_____

14
+ 82
_____

61
+ 15
_____

Lesson 116
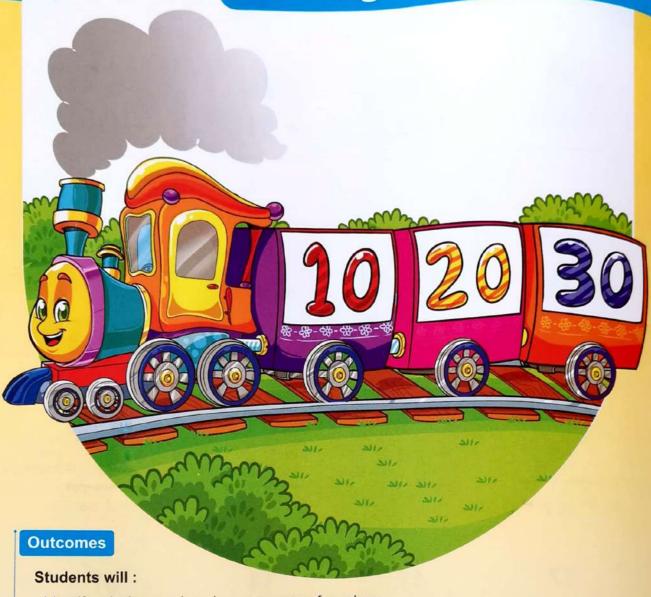
Number sequences – Decomposition of two-digit numbers
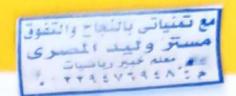
Outcomes

Students will :

- Identify missing numbers in a sequence of numbers.
- Determine the value of each digit in a two-digit number.
- Explain how the place of a digit in a number changes its value.

Key vocabulary

- Decompose
- Pattern
- Decomposition
- Ones
- Digit
- Tens
- Numeral
- Value
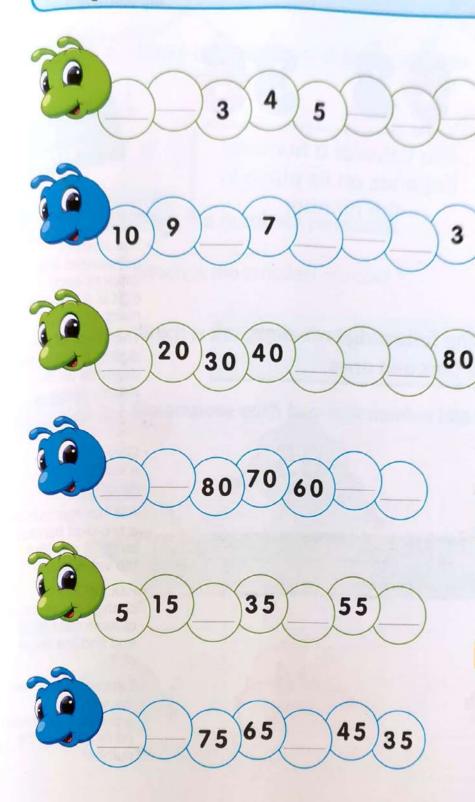
Number sequences

Find the missing numbers in each of the following number sequences.

| ___ | ___ | 3 | 4 | 5 | ___ | ___ | ___ | 10 |

| 10 | 9 | ___ | 7 | ___ | ___ | 3 | ___ | ___ |

| ___ | 20 | 30 | 40 | ___ | ___ | ___ | 80 | ___ | 100 |

| ___ | ___ | 80 | 70 | 60 | ___ | ___ |

| 5 | 15 | ___ | 35 | ___ | 55 | ___ |

| ___ | ___ | 75 | 65 | ___ | 45 | 35 |

Decomposition of two-digit numbers

I'm in tens place. My value is **50**.

I'm in ones place. My value is **5**.

53 35

The value of a numeral depends on its place in the number.

Decompose the following two-digit numbers into tens and ones.

67

60	7

85

23

94

مع تمنياتى بالنجاح والتفوق
مستر وليد المصرى
معلم خبير رياضيات
م : ٢٢٩٤٧٦٩٤٨

Activity
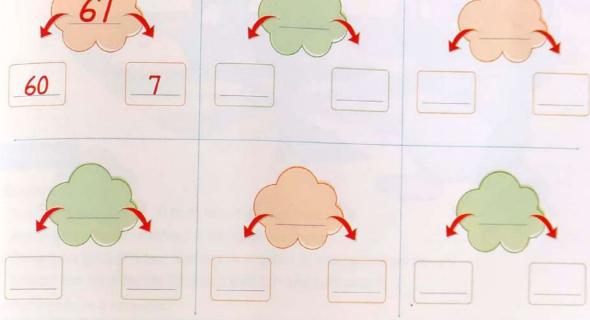
🐝 Use 6,7,2 and do the following steps.

Step 1 Make as many two-digit numbers as you can.

67 , ___ , ___ , ___ , ___ , ___

Step 2 From the numbers you made.

Which is the smallest number ? ☐

Which is the greatest number ? ☐

Step 3 Decompose each two-digit number into tens and ones.

67

| 60 | 7 |

Decomposition
of two-digit numbers

Place a sticker

مع تمنياتى بالنجاح والتفوق
مستر وليد الحصرى
م : معلم لغبير رياضيات
: ٢٢٩٤٧٦٩٤٨

Use the digits 4 , 5 , 8.

1 Make as many two-digit numbers as you can.

◯_____ , ◯_____ , ◯_____ , ◯_____ , ◯_____ , ◯_____
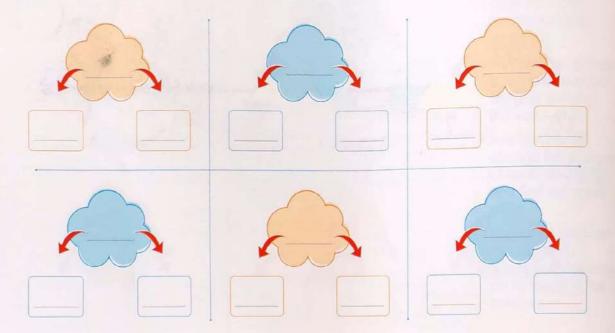
2 From the numbers you made.

✿ The smallest number is [___]

✿ The greatest number is [___]

3 Decompose each two-digit number into tens and ones.

[___] [___]   [___] [___]   [___] [___]

[___] [___]   [___] [___]   [___] [___]

Notes for parents : Help your child to know how to form the smallest 2-digit number and the greatest 2-digit number selected from 3 digits.

Lessons
117-120

Subtracting
2 two-digit numbers –
Fact family

Students will :

- Subtract multiples of 10 from two-digit numbers.
- Apply strategies to subtract 2 two-digit numbers.
- Determine the unknown number in addition or subtraction sentences.
- Explain the relationship between addition and subtraction.
- Participate in a revision.

Key vocabulary

- Digit   - Ones   - Tens   -Value   -Fact family

261

مع تمنياتى بالنجاح والتفوق
مستر وليد المصرى
معلم خبير رياضيات
م : ٠١٢٢٩٤٧٦٩٤٨

✿ How to subtract **57 – 32** ?

tens ones

Second
Subtract the tens

5 – 3 = 2 tens

57
− 32
————
25

First
Subtract the ones

7 – 2 = 5 ones

Subtract.

63 – 21
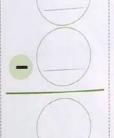
63
− 21
————
42

85 – 51

( )
− ( )
————
( )

74 – 33

( )
− ( )
————
( )

65 – 43

( )
− ( )
————
( )

59 – 46

( )
− ( )
————
( )

36 – 15

( )
− ( )
————
( )

Notes for parents

What the student has learned at school :
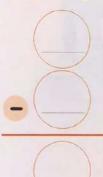
The student subtracted 2 two-digit numbers.

Activities at home :
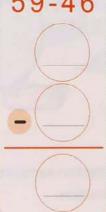
Give your child subtracting problems with 2 two-digit numbers and ask him/her to subtract ones first, then subtract tens and find the result.

82
− 61

Relation between addition and subtraction

Fact family :

$$6 + 9 = 15$$

$$15 - 6 = 9$$

6, 9, 15

$$15 - 9 = 6$$

$$9 + 6 = 15$$

Find the missing numbers.

$$13 - 8 = \bigcirc \qquad 13 - \bigcirc = 8$$

$$\bigcirc + 8 = 13 \qquad 8 + \bigcirc = 13$$

Notes for parents

What the student has learned at school :
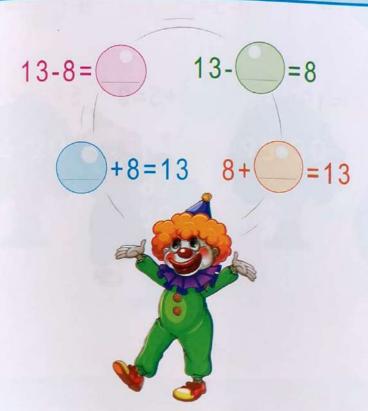
The student found the missing numbers in addition and subtraction problems using the fact family.

Activities at home :

• Give your child cards of 3 different numbers less than 20 where the sum of two of them equal the third.

• Give him/her three cards of the signs ➕, ➖, ✚

• Ask him to form all the possible addition and subtraction problems using these cards.
9 ➕ 4 = 13
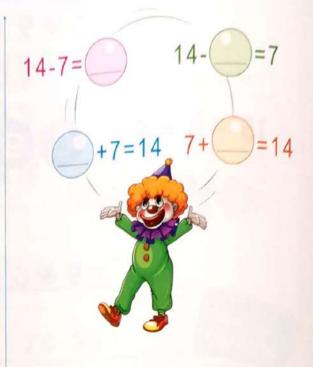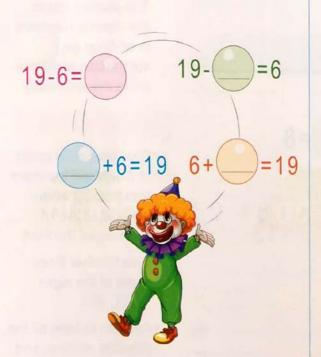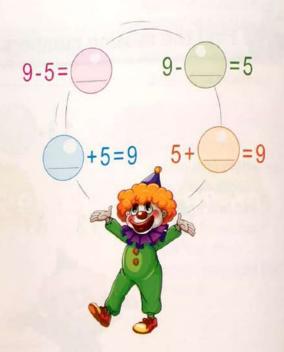
$7-4=$ ◯ $7-$ ◯ $=4$

◯ $+4=7$ $4+$ ◯ $=7$

$14-7=$ ◯ $14-$ ◯ $=7$

◯ $+7=14$ $7+$ ◯ $=14$

$19-6=$ ◯ $19-$ ◯ $=6$

◯ $+6=19$ $6+$ ◯ $=19$

$9-5=$ ◯ $9-$ ◯ $=5$

◯ $+5=9$ $5+$ ◯ $=9$

Reviewing subtracting multiples of 10 from a two-digit number

Place a sticker

مع تمنياتى بالنجاح والتفوق
مستر وليد المصرى
معلم خبير رياضيات
م : ٢٢٩٤٧٦٩٤٨
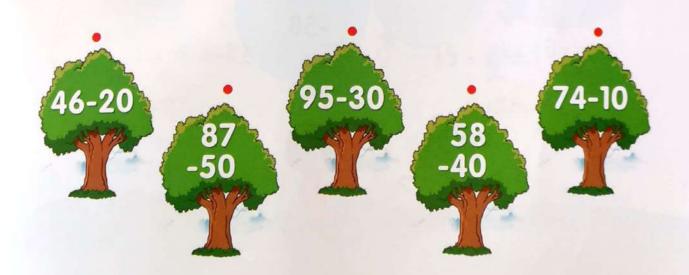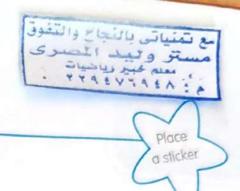
Match.

18   65   64   37   26

46-20

87
-50

95-30

58
-40

74-10

Notes for parents : Ask your child to choose a number between 50 and 90. Then ask your child to explain how he / she would subtract 30 from that number.

265

Subtracting 2 two-digit numbers

Place a sticker

Subtract.

$$87 - 44$$

$$94 - 51$$

$$66 - 33$$

$$42 - 21$$

$$24 - 14$$

$$63 - 11$$

$$56 - 15$$

$$36 - 15$$

$$38 - 23$$

$$79 - 58$$

Notes for parents : Ask your child how to subtract 38 - 15

مع تمنياتى بالنجاح والتفوق
مستر وليد المصرى
معلم كبير رياضيات
م : ٢٢٩٤٧٦٩٤٨

Place
a sticker

Find the missing number in each box.

$7 +$ ◯ $= 17$

$17 - 7 =$ ◯

$17 -$ ◯ $= 7$

◯ $+ 7 = 17$

$11 -$ ◯ $= 6$

$6 +$ ◯ $= 11$

◯ $+ 6 = 11$

$11 - 6 =$ ◯

$4 +$ ◯ $= 12$

◯ $+ 4 = 12$

$12 -$ ◯ $= 4$

$12 - 4 =$ ◯

$15 -$ ◯ $= 8$

$15 - 8 =$ ◯

$8 +$ ◯ $= 15$

◯ $+ 8 = 15$

Notes for parents : Say an addition or subtraction fact. Ask your child to tell another fact that is in the same fact family (For example : 15+3=18, 18-15=3)

267

Revision

Draw the hands according to the time.

03:00

11:00

06:00

12:00

Circle 56 pounds.

Write 1st , 2nd , 3rd or 4th.

Complete.

15 -10 → 5 +2 → ◯ + → 12 - → 14

9 + → ◯

Art corner

Green 78 **Red** 56

Orange 99 **Yellow** 68 **Blue** 87

$$\begin{array}{r} 63 \\ +36 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ +43 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ -30 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ -20 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ +11 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ -11 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +55 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ +37 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ +43 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ +55 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ +\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ -21 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ -32 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ -23 \\ \hline \end{array}$$
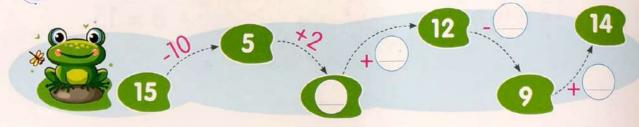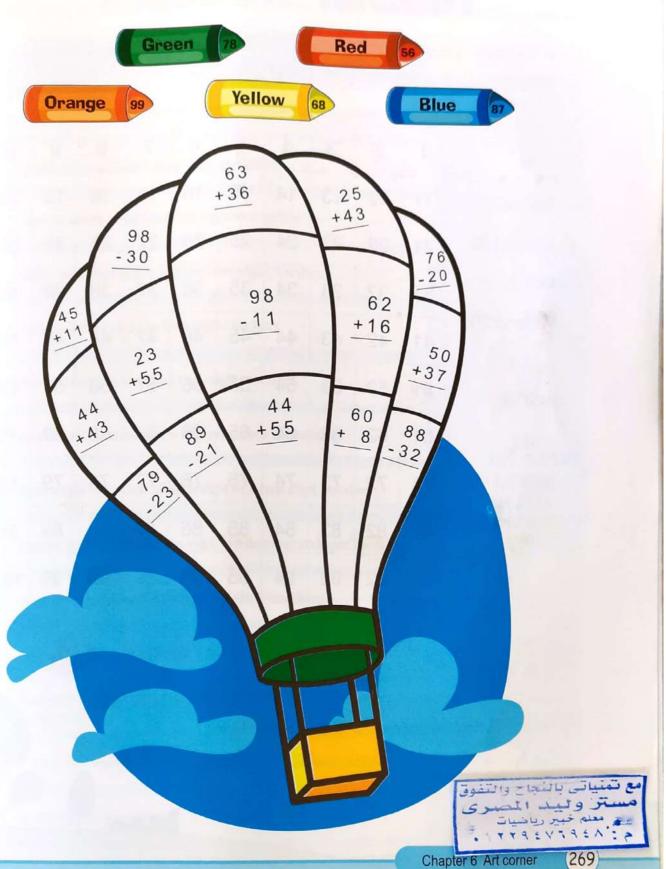
Activity

Hidden Treasure

A treasure is hidden under one of these numbers, follow the directions to find the treasure. Draw your path :

- ✓ Start at 92
- ✓ Subtract 30
- Add 2
- Subtract 20
- Add 4
- Add 10
- Add 2
- Subtract 40
- Subtract 5

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The treasure is under the number ____

Progress Chart

This chart lists all the outcomes of this chapter.
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Apply strategies to solve addition and subtraction problems.	☆
Find 1 more or 1 less than a given number.	☆
Find 10 more or 10 less than a given number.	☆
Add a two-digit number and a one-digit number.	☆
Add multiples of 10 to two-digit numbers.	☆
Apply strategies to add 2 two-digit numbers.	☆
Identify missing numbers in a sequence of numbers.	☆
Determine the value of each digit in a two-digit number.	☆
Explain how the place of a digit in a number changes its value.	☆
Subtract multiples of 10 from two-digit numbers.	☆
Apply strategies to subtract 2 two-digit numbers.	☆
Determine the unknown number in addition or subtraction sentences.	☆
Explain the relationship between addition and subtraction.	☆
Participate in a revision.	☆

1 Complete by drawing to have 10 objects in each set

2 (a) Circle the greatest number and underline the smallest number

5 , 3 , 7 , 0 , 6 , 10 , 1 , 2

(b) Complete in the same pattern

_____ , 9 , 8 , 7 , _____ , _____ .

3 Arrange the following numbers in a descending order

4 , 2 , 9 , 0 , 10

• The order is : .... , ... , ... , ...

and ....

4 Put the suitable relation " < , = or > "

5 + 4	☐	Ten

9 − 4	☐	3 + 2

Three	☐	3 − 3

4 + 2	☐	1 + 5

10	☐	8 + 2

6 + 0	☐	8 − 3

7 + 2	☐	8 + 0

5 + 5	☐	10

5

1 Join the equal results

| 2 + 8 | 3 + 1 | 1 + 4 | 5 + 2 | 6 + 3 |

4   10   7   5   9

2 Choose the correct answer

- $9 + \_\_\_ = 10$ (2 or 1 or 4)

- $6 - 2 = \_\_\_$ (4 or 3 or 0)

- $7 + 0 = \_\_\_$ (0 or 6 or 7)

- $8 - 8 = \_\_\_$ (1 or 0 or 5)

- $\_\_\_ + 7 = 10$ (5 or 3 or 2)

6
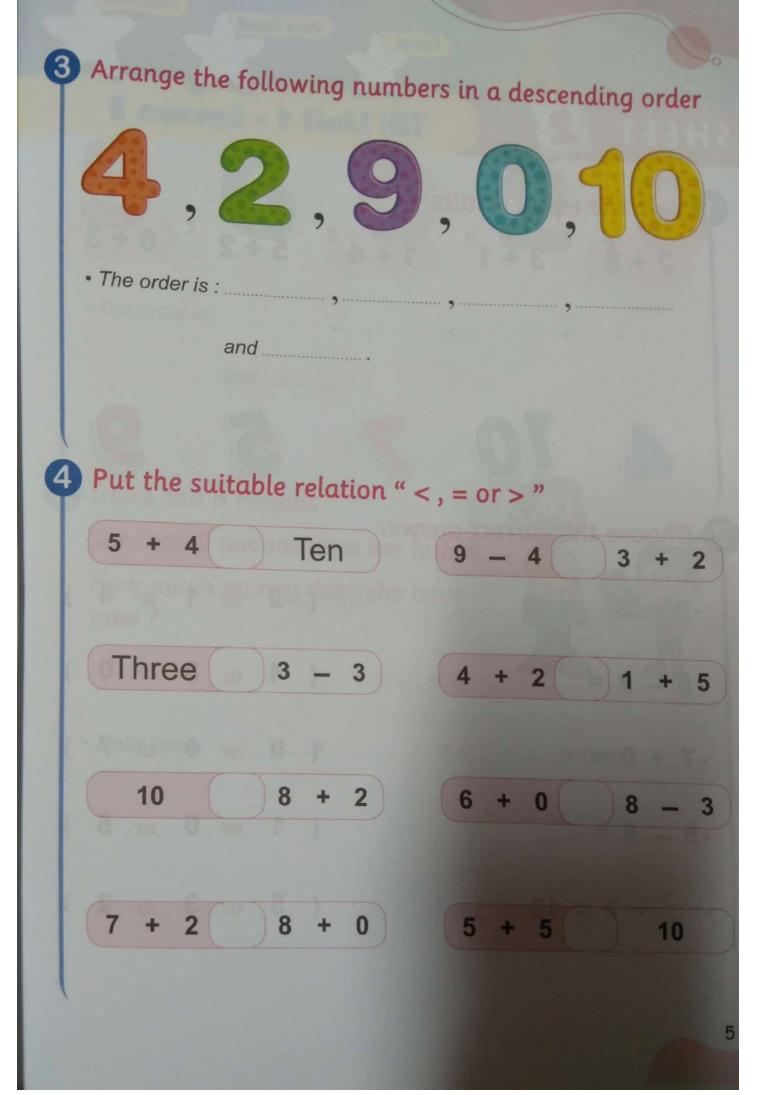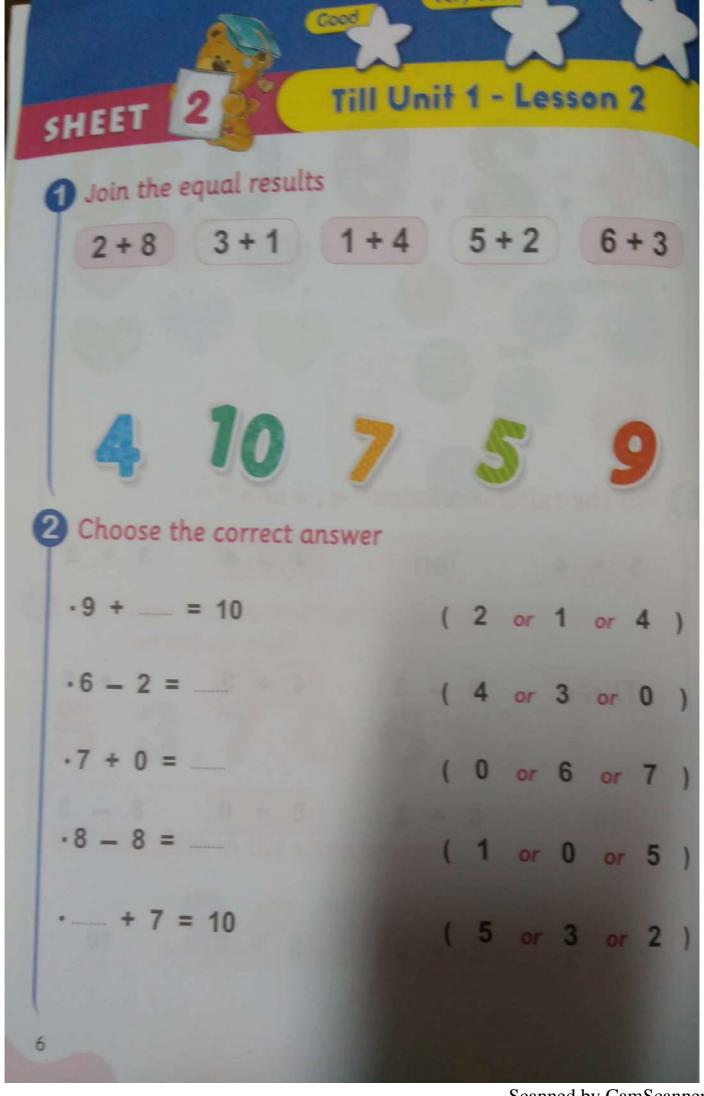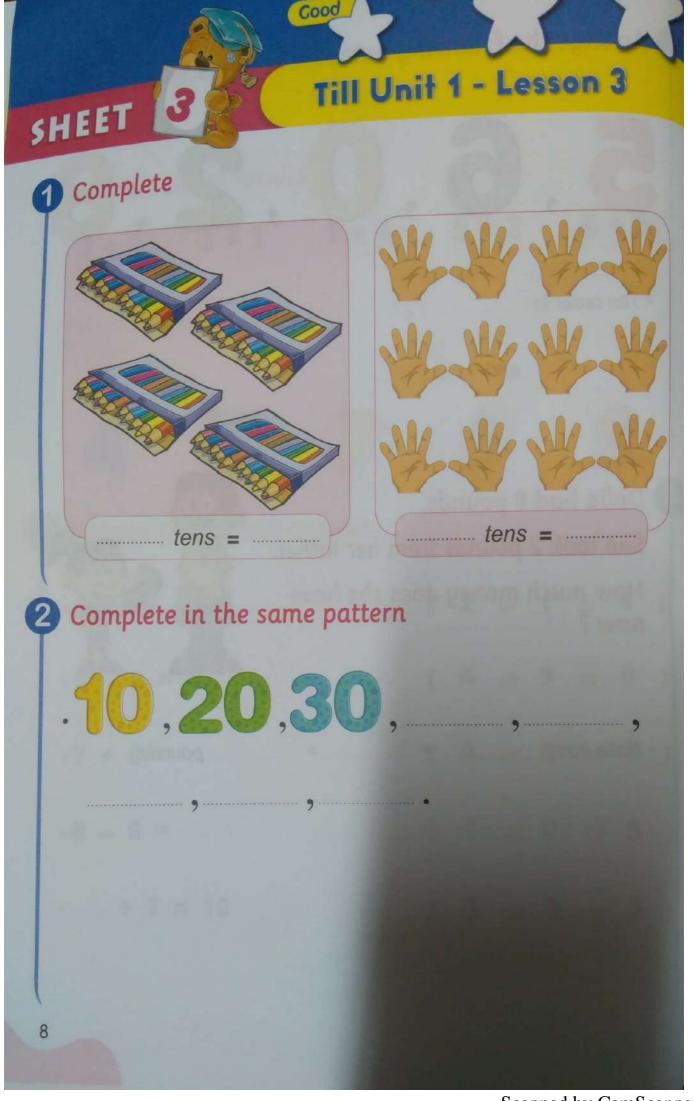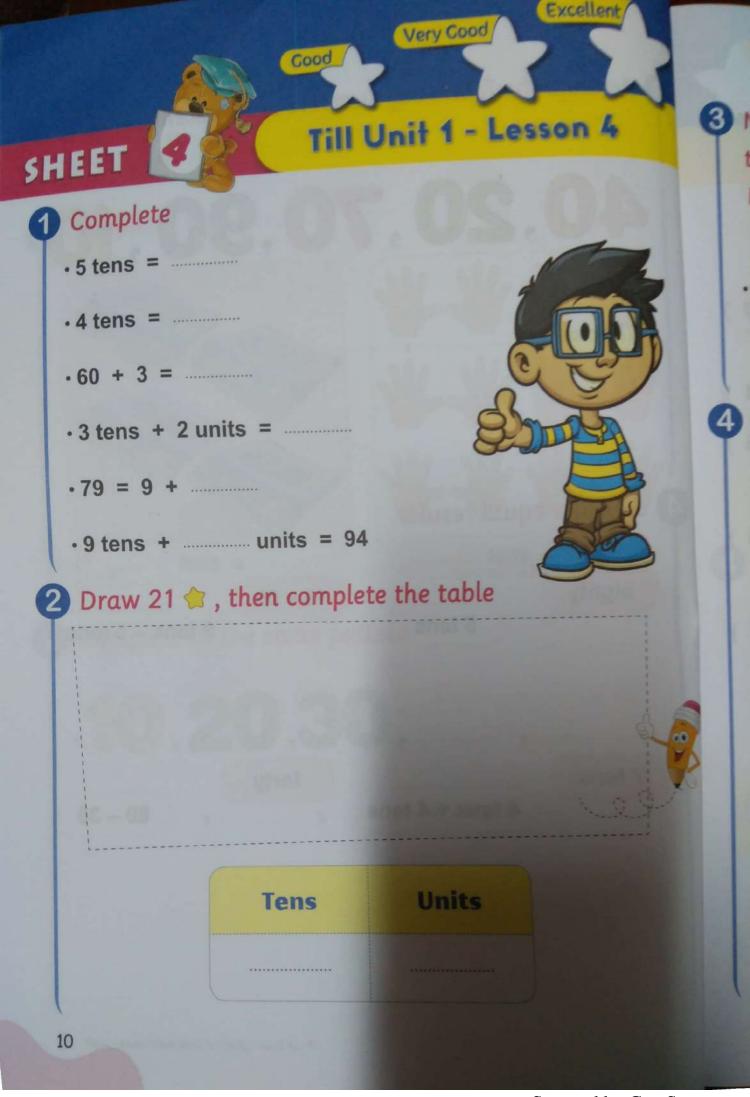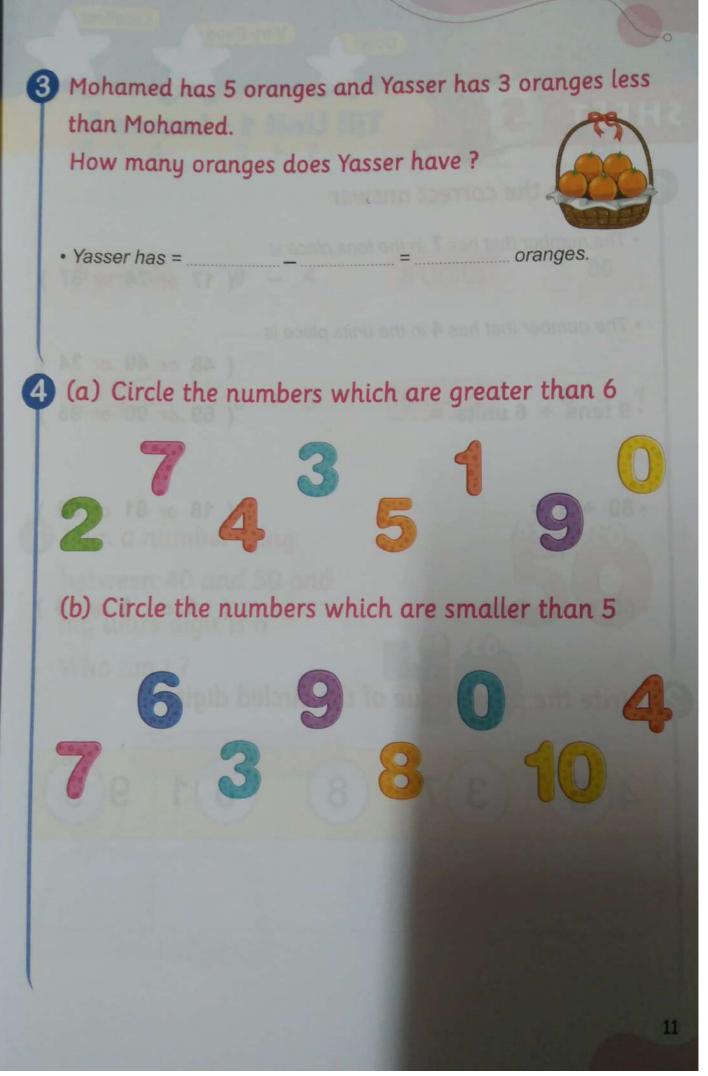
3 Arrange the following numbers in an ascending order

5 , 6 , 0 , 2 , 8

- The order is : .... , ... , ... , ...

 and ....

4 Dalia had 8 pounds.

She took 2 pounds from her father.

How much money does she have now ?

- Dalia has = ... + ... = ... pounds.

1 Complete

.... tens = ...

.... tens = ...

2 Complete in the same pattern

. **10 , 20 , 30 ,** .... , ... ,

.... , ... , ...

3 Arrange the following numbers in an ascending order

40 , 20 , 70 , 90 , 10

- The order is : .... , ... , ... , ...

  and ....

4 Join the equal results

eighty

5 tens

10 + 60

9 tens – 5 tens

7 tens

4 tens + 4 tens

forty

80 – 30

1 Complete

- 5 tens = ...

- 4 tens = ...

- 60 + 3 = ...

- 3 tens + 2 units = ...

- 79 = 9 + ...

- 9 tens + ... units = 94

2 Draw 21 ⭐ , then complete the table

Tens	Units
....	....

3 Mohamed has 5 oranges and Yasser has 3 oranges less than Mohamed.
How many oranges does Yasser have ?

• Yasser has = ... — .... = ... oranges.

4 (a) Circle the numbers which are greater than 6

7   3   1   0

2   4   5   9

(b) Circle the numbers which are smaller than 5

6   9   0   4

7   3   8   10

1 Choose the correct answer

- The number that has **7** in the tens place is ....

(17 or 74 or 37)

- The number that has **4** in the units place is ....

(48 or 40 or 34)

- 9 tens + 6 units = ...   (69 or 90 or 96)

- 80 + 1 = ...   (18 or 81 or 90)

- 50 = ... tens   (1 or 5 or 4)

2 Write the place value of the circled digits

4 ⑤	③ 7	⑧	⑥ 1	9 ⑨

3 Put the suitable relation " < , = or > "

| 6 + 4 | | 3 + 7 | | Nine | | Ten |

| 9 − 5 | | 8 − 4 | | 8 units | | 80 |

| 8 | | 5 + 3 | | 6 − 2 | | 8 − 1 |

4 I am a number lying between 40 and 50 and my units digit is 6 Who am I ?

50

40

I am
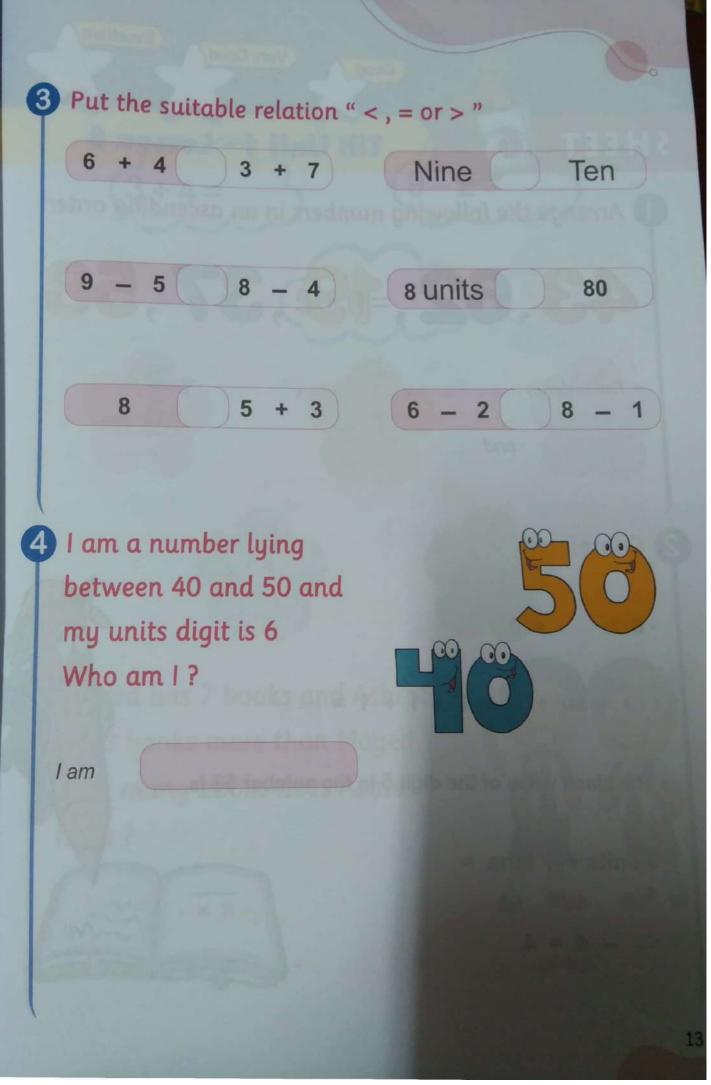
1 Arrange the following numbers in an ascending order

43 , 62 , 19 , 37 , 58
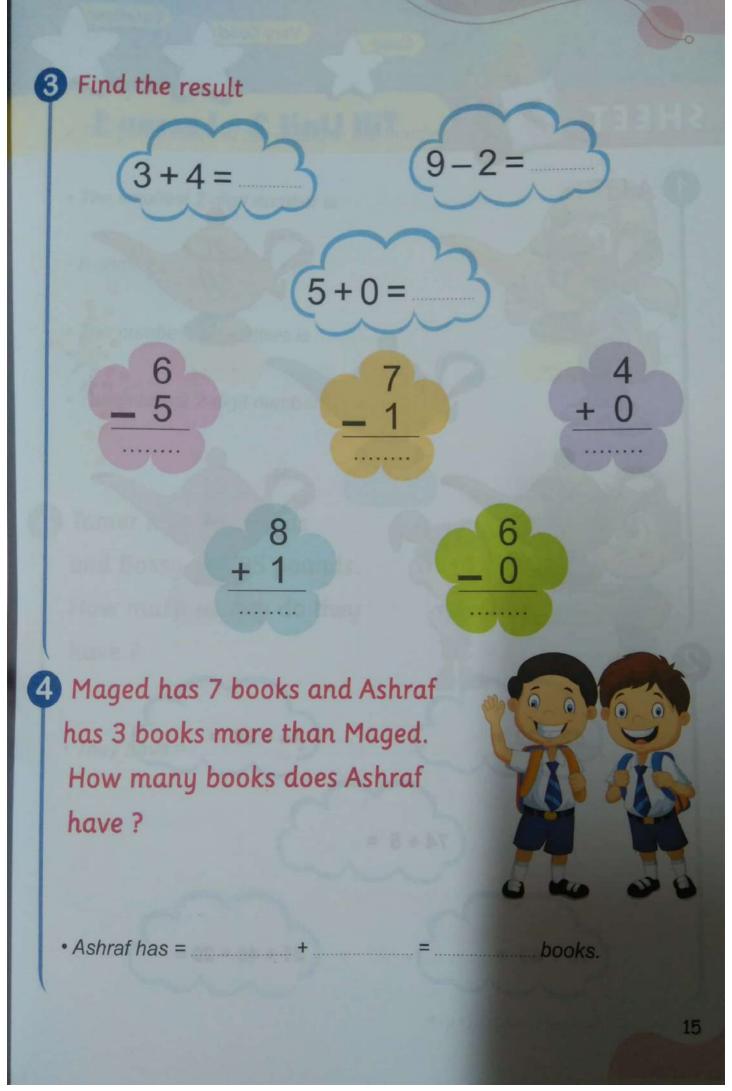
- The order is : .... , ... , ... , ... ,

 and ....

2 Complete

- 6 + ... = 8

- 10 + 10 + 1 + 1 + 1 + 1 = ...

- The place value of the digit 5 in the number 53 is ....

- 9 units + 7 tens = ...

- .... − 4 = 4

3 Find the result

$3 + 4 =$ ....

$9 - 2 =$ ....

$5 + 0 =$ ....

$$\begin{array}{r} 6 \\ -\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -\ 0 \\ \hline \end{array}$$

4 Maged has 7 books and Ashraf has 3 books more than Maged. How many books does Ashraf have ?

• Ashraf has = ... + ... = ... books.

15

1 Add

35
+ 12
....

47
+ 50
....

20
+ 62
+ 17
....

53
+ 46
....

24
+ 24
....

2 Add

52 + 32 = ...

14 + 80 = ...

74 + 5 = ...

10 + 40 = ...

31 + 46 + 20 = ...

3 Complete

- *The place value of the digit 3 in the number 34 is* ....

- *The smallest 2-digit number is* ....

- *8 units + 2 tens =* ....

- *The number 79 in letters is* ....

- *The greatest 2-digit number is* ....
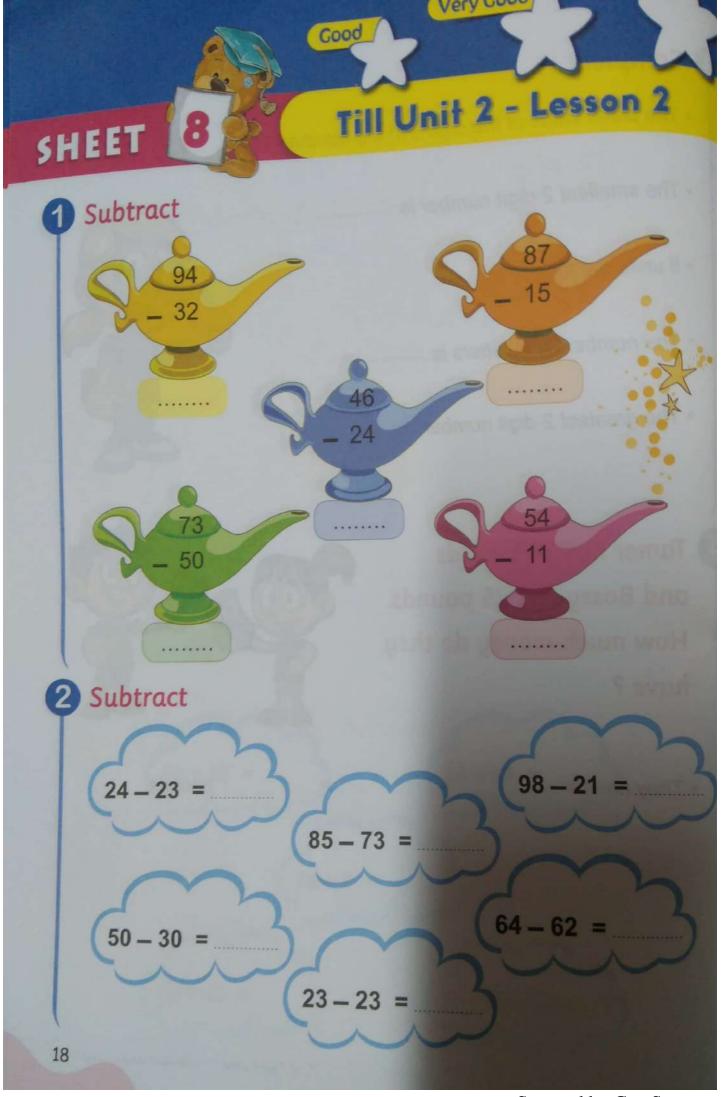
4 Tamer has 34 pounds and Bossy has 25 pounds. How much money do they have ?
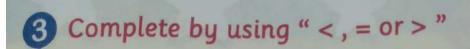
- *They have =* .... + ... = ... pounds.

1 Subtract

94 − 32

....

87 − 15

....

46 − 24

....

73 − 50

....

54 − 11

....

2 Subtract

24 − 23 = ...

85 − 73 = ...

98 − 21 = ...

50 − 30 = ...

64 − 62 = ...

23 − 23 = ...

18

3 Complete by using " < , = or > "

37 + 22 [ ] 95 − 62

84 − 13 [ ] Eighty three

75 − 24 [ ] 40 + 11

8 tens + 3 units [ ] 9 + 70

97 − 24 [ ] 79 − 42
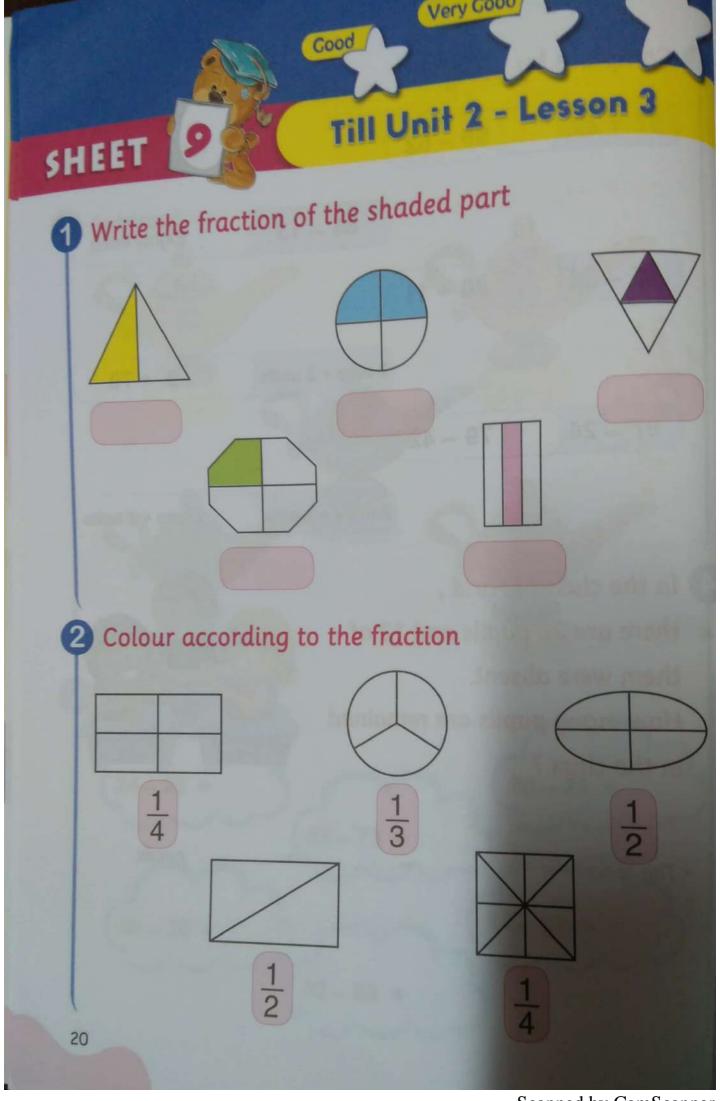
2 units + 4 tens [ ] 2 tens + 4 units

4 In the class of Farid ,
there are 28 pupils and 12 of
them were absent.
How many pupils are remained
in the class ?

= .... pupils.

• The remainder = ... − ....

1 Write the fraction of the shaded part

2 Colour according to the fraction

$\dfrac{1}{4}$

$\dfrac{1}{3}$

$\dfrac{1}{2}$

$\dfrac{1}{2}$

$\dfrac{1}{4}$

3 Arrange descendingly

74 , 9 , 25 , 90 , 47

- The order is : .... , ... , ... , ...

                and ....

4 Complete

- 54 + 23 = ...
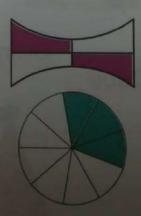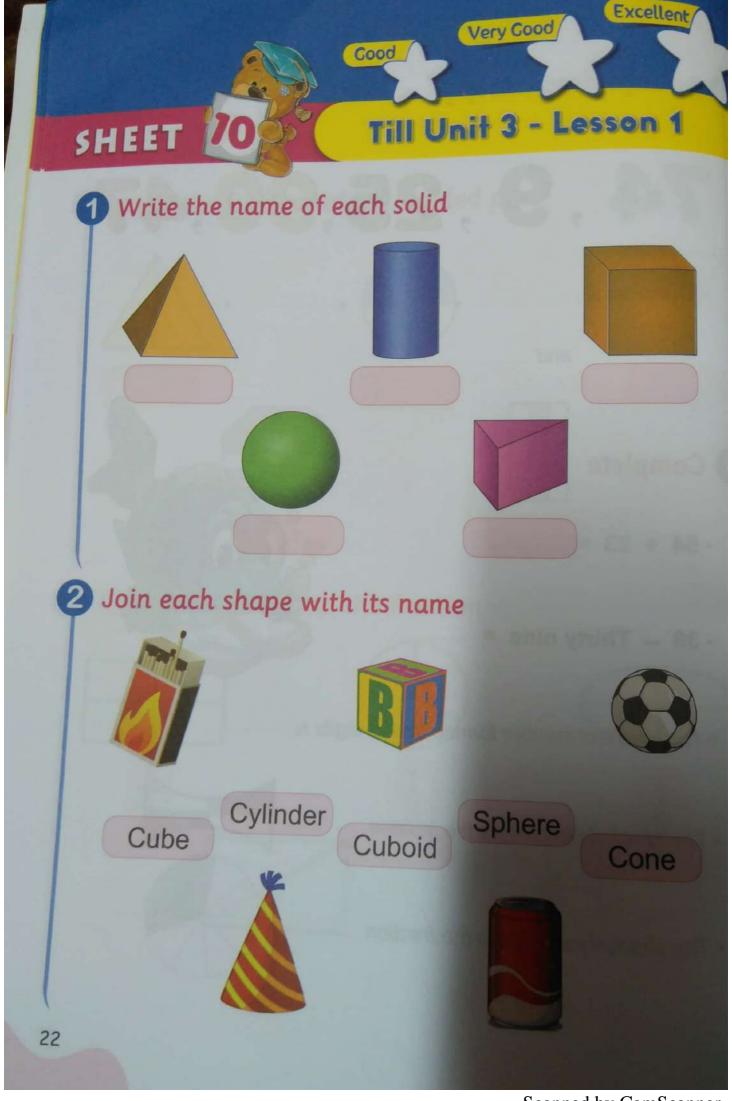
- 39 — Thirty nine = ...
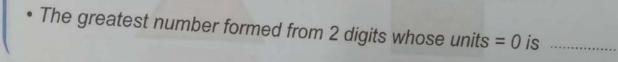
- The smallest number formed from 2 digits is ....

- The shaded part shows the fraction ....

- The shaded part shows the fraction ....

1 Write the name of each solid

2 Join each shape with its name

Cube

Cylinder

Cuboid

Sphere

Cone

3 Complete

• 40 > ....

• The number 97 in letters is ....
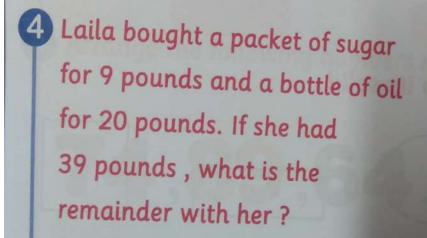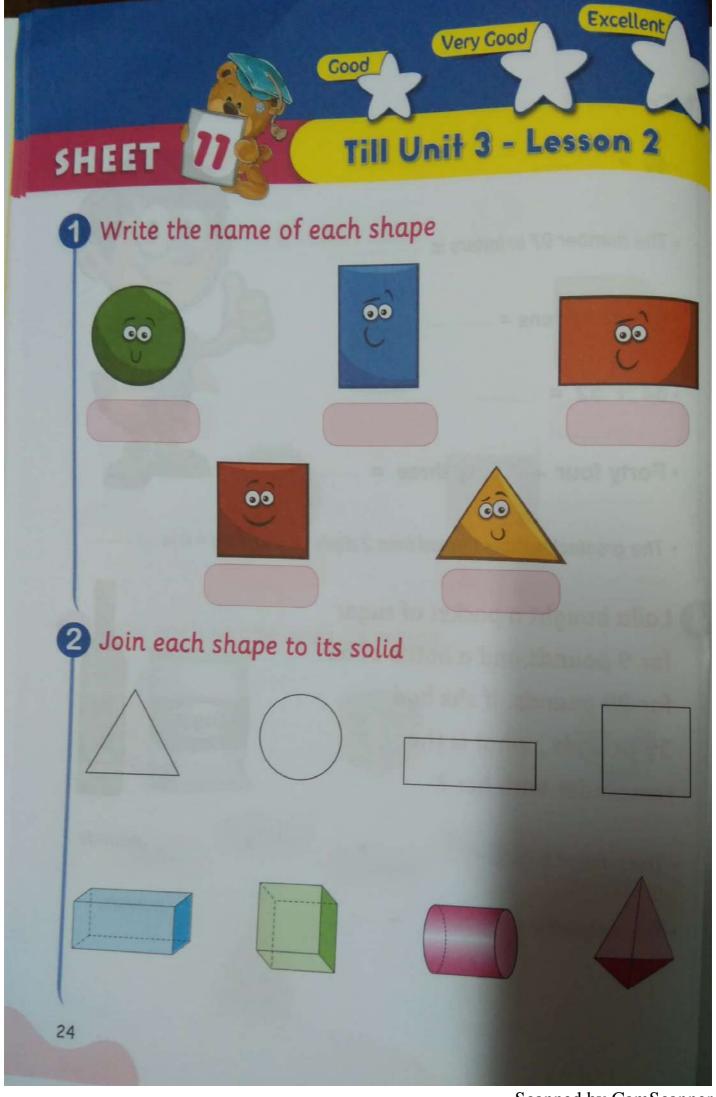
• 4 units + 5 tens = ...

• 64 + 32 = ...

• Forty four − Thirty three = ...

• The greatest number formed from 2 digits whose units = 0 is ....

4 Laila bought a packet of sugar for 9 pounds and a bottle of oil for 20 pounds. If she had 39 pounds , what is the remainder with her ?

• The price of buying = ... + ... = ... pounds.

• The remainder = ... − .... = ... pounds.

1 Write the name of each shape

2 Join each shape to its solid

3 Complete

- The place value of the digit 4 in the number 24 is ....
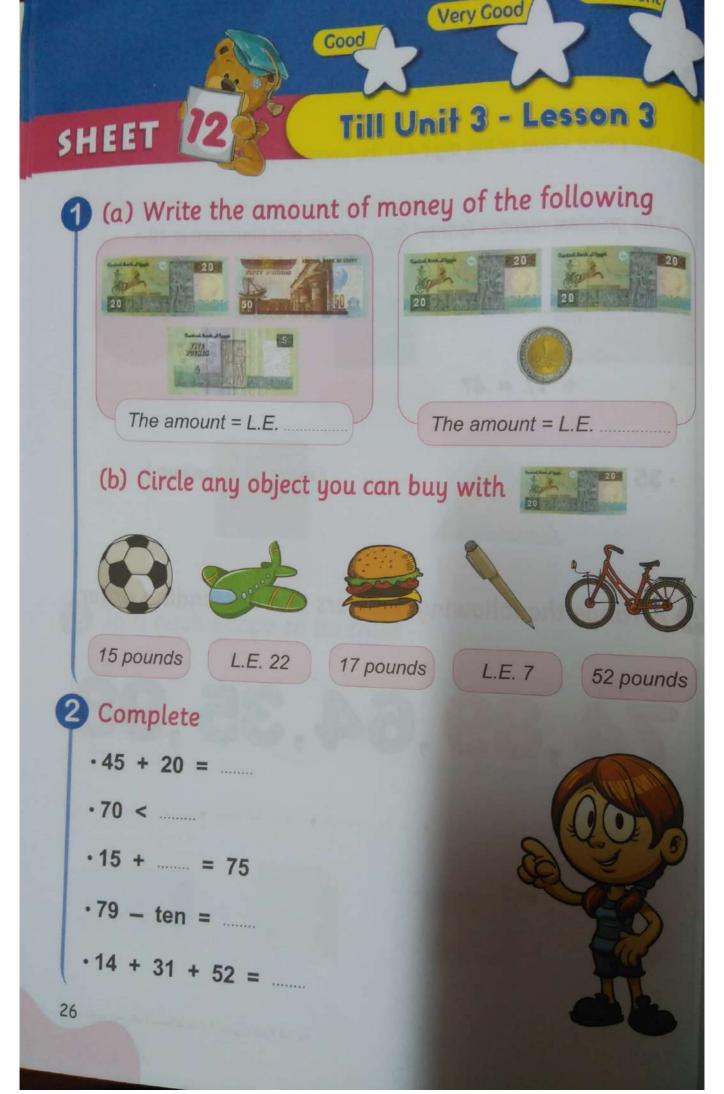
- The greatest number formed from 2 digits and their sum is 10 = ...

- The fraction of the shaded part in the figure is ....

- .... + 17 = 47

- 35 , 45 , 55 , ... , ... (in the same pattern)

4 Arrange the following numbers in a descending order

74 , 89 , 64 , 35 , 98

- The order is : .... , ... , ... , ...

and ....

1 **(a) Write the amount of money of the following**

The amount = L.E. ....

The amount = L.E. ....

(b) Circle any object you can buy with

| 15 pounds | L.E. 22 | 17 pounds | L.E. 7 | 52 pounds |

2 **Complete**

- 45 + 20 = ...

- 70 < ....

- 15 + ... = 75

- 79 − ten = ...

- 14 + 31 + 52 = ...

26

3 Arrange in an ascending order

54 , SIXTY ONE , 29 , NINETEEN , 45

• The order is : .... , ... , ... , ...

      and ....
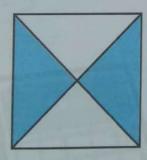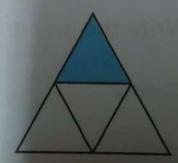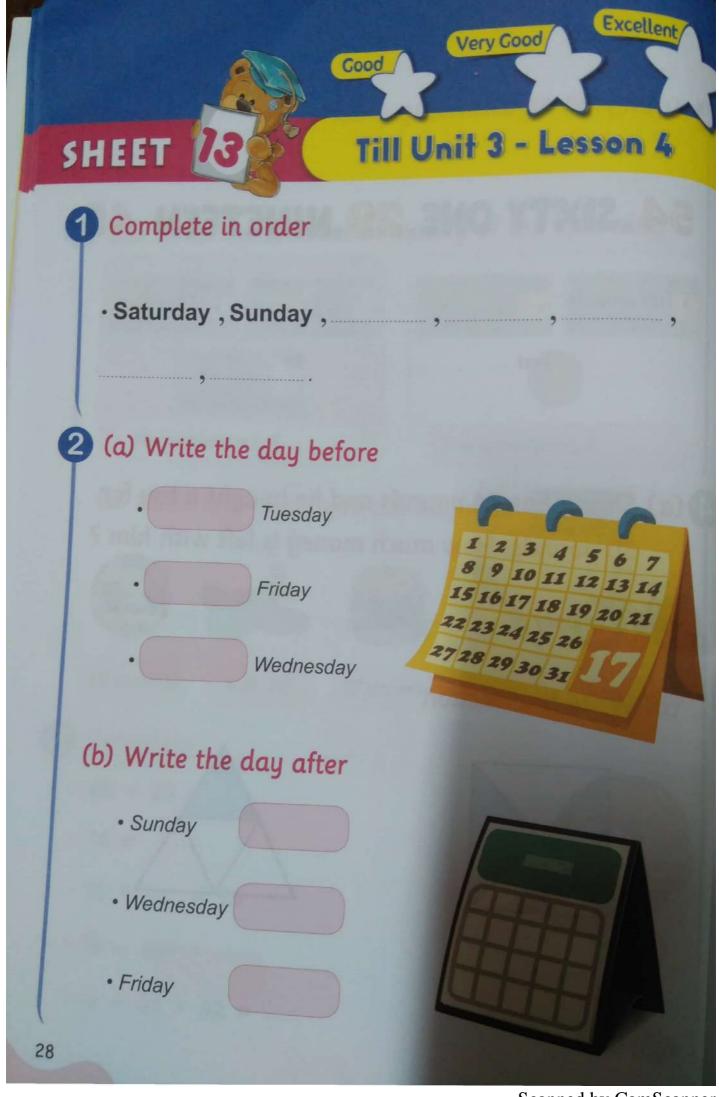
4 (a) Shady has 74 pounds and he bought a toy for 30 pounds. How much money is left with him ?
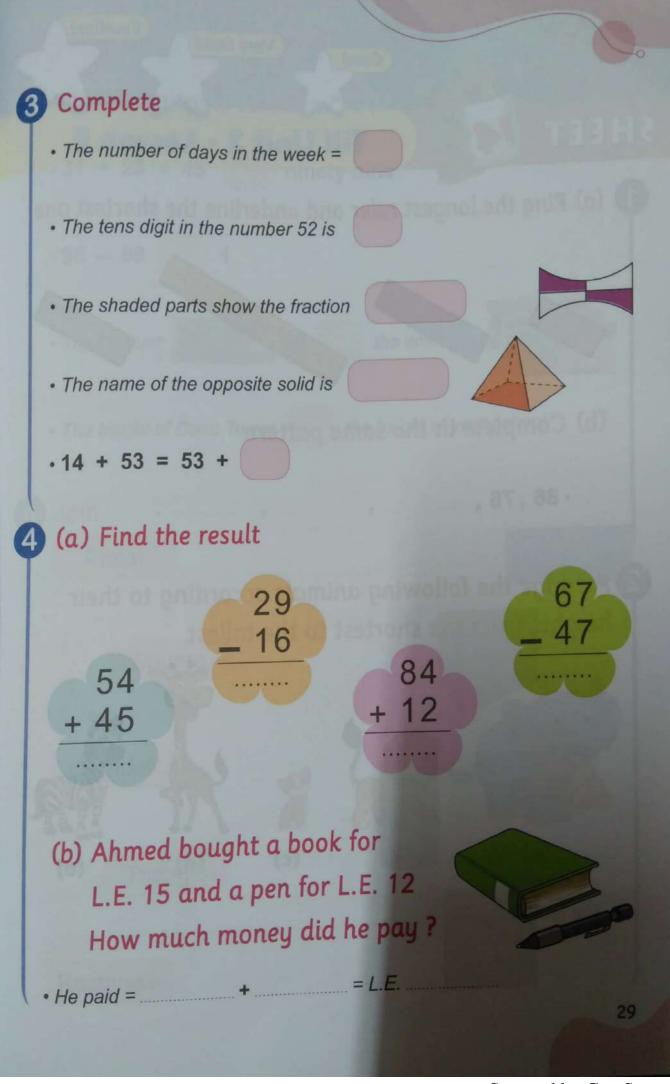
• The left money = ... — .... = ... pounds.

(b) Write the fraction

1 Complete in order

· **Saturday , Sunday ,** .... , ... , ... ,

.... , ...

2 (a) Write the day before

· [ ] Tuesday

· [ ] Friday

· [ ] Wednesday

(b) Write the day after

· Sunday [ ]

· Wednesday [ ]

· Friday [ ]

3 **Complete**

- The number of days in the week = ☐

- The tens digit in the number 52 is ☐

- The shaded parts show the fraction ☐

- The name of the opposite solid is ☐

- 14 + 53 = 53 + ☐

4 **(a) Find the result**

$$\begin{array}{r} 29 \\ -\ 16 \\ \hline \cdots\cdots \end{array}$$

$$\begin{array}{r} 67 \\ -\ 47 \\ \hline \cdots\cdots \end{array}$$

$$\begin{array}{r} 54 \\ +\ 45 \\ \hline \cdots\cdots \end{array}$$

$$\begin{array}{r} 84 \\ +\ 12 \\ \hline \cdots\cdots \end{array}$$

(b) Ahmed bought a book for L.E. 15 and a pen for L.E. 12 How much money did he pay ?

- He paid = ... + ... = L.E. ....

1 (a) Ring the longest ruler and underline the shortest one

(b) Complete in the same pattern

· 86 , 76 , ... , ... , ...

2 Arrange the following animals according to their heights from the shortest to the tallest

(a)   (b)   (c)   (d)   (e)

· The order is : .... , ... , ... , ...

and ....

30

3 Put the suitable relation " < , = or > "

- 31 + 23 + 45 ⬜ ninety nine

- 98 − 98 ⬜ 1

- The amount ⬜ the amount

- The height of Cairo Tower ⬜ the height of your school.

4 Join

Prism

Square

Cylinder

Triangle

Rectangle

1 (a) Measure each of the following lines

Figure (1)

The measure = ____ units.

Figure (2)

The measure = ____ units.

Figure (3)

The measure = ____ units.

(b) Write the place value of the circled digits

2 5	4 8	9 6	7 3

2 Ahmed has 45 pounds and Shaza has 12 pounds less than Ahmed. How much money does Shaza have ?

• Shaza has = ... = ... pounds.

32

③ Complete

- Today is Tuesday , so after tomorrow will be [ ]

- The smallest number formed from 2 different digits is [ ]

- The number of birds inside the cage is [ ]

- The day that comes directly before Sunday is [ ]

- The number of your brothers is [ ]

and the number of your sisters is [ ]

④ Find the result

- 35 + 62 = ...

- 99 − fifty six = ...

- 70 − 40 = ...

- 8 tens + 4 units = ...

- 25 + 14 + 60 = ...
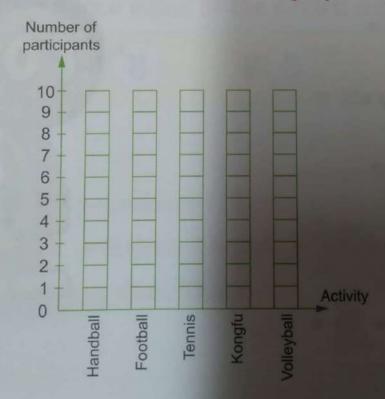
1 The following table shows the number of participants from your class in these sports activities
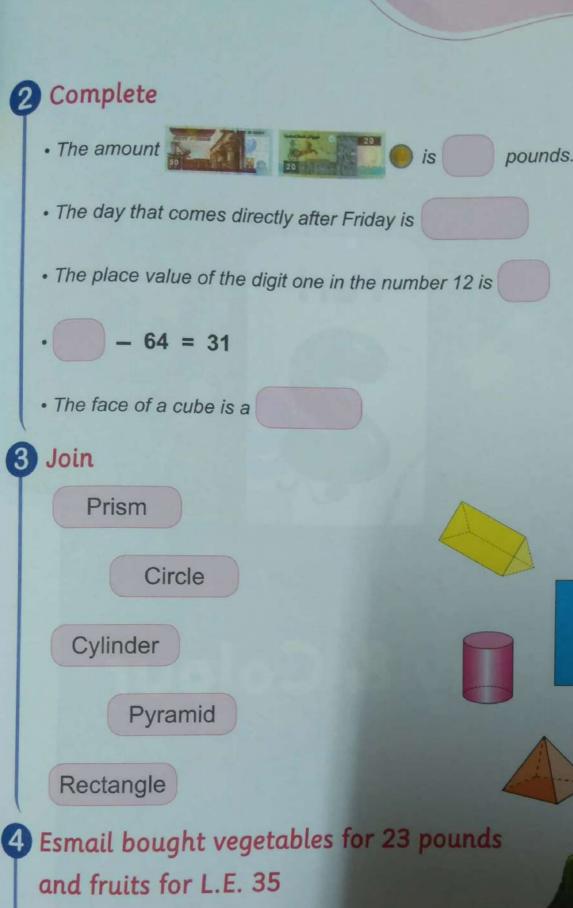
Activity	Handball	Football	Tennis	Kongfu	Volleyball
Number of participants	5	9	4	6	7
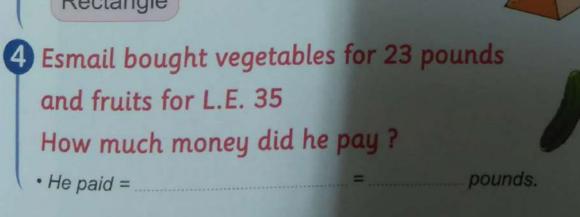
(a) Write the rank of sports activities according to the number of participants

Activity	Handball	Football	Tennis	Kongfu	Volleyball
Rank	....	....	....	....	....

(b) Represent the first table on the graph

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2 Complete

- The amount [image] [image] [image] is [ ] pounds.

- The day that comes directly after Friday is [ ]

- The place value of the digit one in the number 12 is [ ]

- [ ] − 64 = 31

- The face of a cube is a [ ]

3 Join

Prism

Circle

Cylinder

Pyramid

Rectangle

4 Esmail bought vegetables for 23 pounds and fruits for L.E. 35 How much money did he pay ?

- He paid = ... = ... pounds.

35

The number ten (10)

Find **10** differences

Find **10** differences

Colour the spaces with the number 10 with

What do you see ?

Complete colouring the picture according to the numbers

3   4   5   6

7   8   9

Colour the spaces with the number 10 with
What do you see ?

Complete colouring the picture according to the number

4	5	6

7	8	9

Join to form 10

1.

3.

8.

4.

5.

•2

•6

•5

•9

•7

Colour the spaces with sum 10 in orange

$+\begin{matrix}1\\3\end{matrix}$ 1 + 1   2 + 2

3 + 5   10 + 0   3 + 4   0 + 2

$+\begin{matrix}3\\7\end{matrix}$ $+\begin{matrix}8\\1\end{matrix}$ $+\begin{matrix}5\\2\end{matrix}$

$+\begin{matrix}5\\0\end{matrix}$ 2 + 8

1 + 9

2 + 4 $+\begin{matrix}1\\9\end{matrix}$ 3 + 6   4 + 2

3 + 1

$+\begin{matrix}1\\7\end{matrix}$ $+\begin{matrix}5\\1\end{matrix}$

4 + 6

1 + 2   0 + 10   3 + 2

3 + 3 $+\begin{matrix}5\\5\end{matrix}$ $+\begin{matrix}9\\1\end{matrix}$

8 + 2   7 + 3   2 + 1

7 + 0 $+\begin{matrix}3\\4\end{matrix}$

5 + 5   8 + 1

6 + 4

$+\begin{matrix}1\\1\end{matrix}$

$+\begin{matrix}1\\8\end{matrix}$ 4 + 4 $+\begin{matrix}5\\4\end{matrix}$

2 + 5   2 + 3

43

Join the dots in order from 10 to 90 then colour the picture

Add and colour according to the results

Green 90

Red 70

Orange 80

Yellow 60

30 + 30

10 + 80

60 + 10

40 + 30

60 + 20

30 + 60

10 + 70

20 + 40

50 + 20

70 + 0

Tens and units

Connect the dots from 1 to 70, then colour the picture

Connect the dots from 1 to 70, then colour the picture according to the small one

The place value

If the value of 8 in the number is 8 , colour the fish in red
If the value of 8 in the number is 80 , colour the fish in yellow

Draw the path that leads to the house with the same number

| 62 | 44 | 37 | 52 | 73 | 16 |

3 tens
+
7 units

2 units
+
5 tens

6 tens
+
2 units

1 ten
+
6 units

4 tens
+
4 units

7 tens
+
3 units

Join the numbers in order and colour the picture

50

Colour the squares whose numbers are greater than 82 and the squares whose numbers are smaller than 39

61	70	55	69	70	53	45
51	40	94	24	84	75	41
63	60	30	42	59	62	73
58	43	86	16	95	78	52
48	54	7	50	44	72	64
65	46	99	66	57	79	67
71	68	56	76	47	74	49
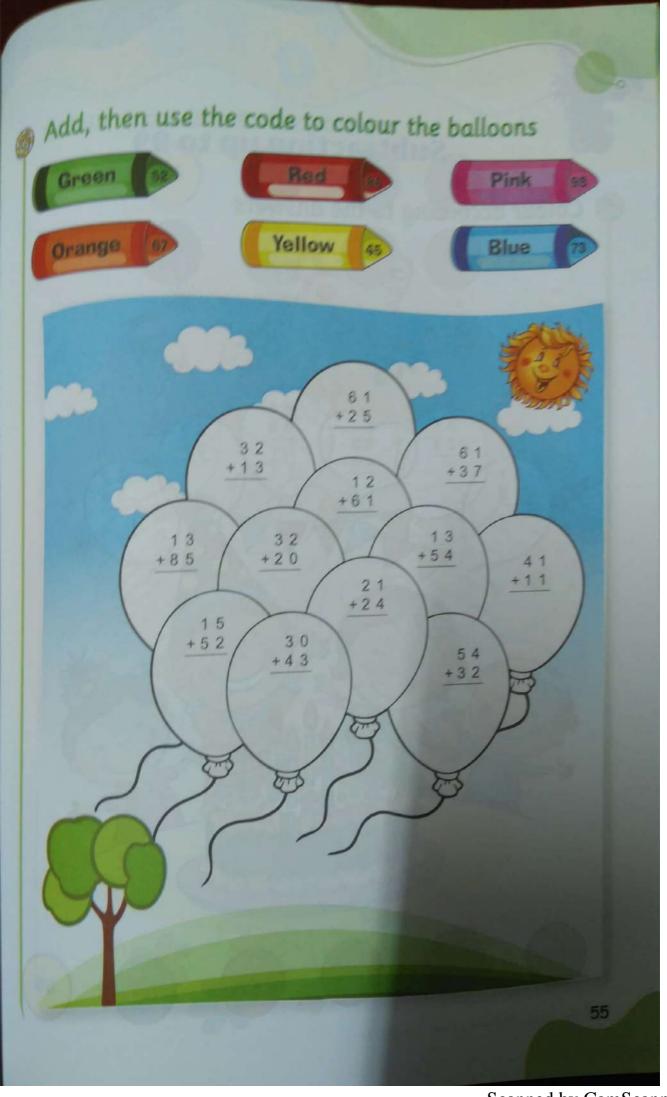
What is the resultant letter?

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Just like magic

Add

Use the answers and the letter on each lamp to solve the code :

$$\overline{77} \qquad \overset{O}{\overline{26}}\ \overline{69}\ \overline{53}\ \overline{85} \qquad \overline{99}\ \overline{38}$$

$$\overset{O}{\overline{99}}\ \overline{69}\ \overline{76}\ \overline{67}\ \overline{85}\ \overline{65}$$

Add and colour the picture according to the answers

Green 78   Red   Orange 99   Yellow 68   Blue

$$63 + 36$$

$$25 + 43$$

$$16 + 52$$

$$20 + 36$$

$$63 + 24$$

$$62 + 16$$

$$45 + 11$$

$$23 + 55$$

$$50 + 37$$

$$44 + 43$$

$$44 + 55$$

$$60 + 8$$

$$55 + 13$$

$$41 + 15$$

$$24 + 32$$

Add, then use the code to colour the balloons

Green 92	**Red** 86	**Pink** 98
Orange 67	**Yellow** 45	**Blue** 73

$$61 + 25$$

$$32 + 13$$

$$61 + 37$$

$$12 + 61$$

$$13 + 85$$

$$32 + 20$$

$$13 + 54$$

$$41 + 11$$

$$21 + 24$$

$$15 + 52$$

$$30 + 43$$

$$54 + 32$$

Colour according to the answers

$$\begin{array}{r} 8\ 6 \\ -\ 2\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8\ 5 \\ -\ 4\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8\ 5 \\ -\ 3\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 9\ 9 \\ -\ 5\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6\ 7 \\ -\ 3\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3\ 7 \\ -\ 1\ 2 \\ \hline \end{array}$$

44 42 34 25 63 55

Colour according to the answers

24	41	53	15
60	16	22	37

86 – 62

89 – 36

52 – 11

93 – 33

18 – 3

44 – 22

28 – 12

65 – 12

77 – 36

79 – 42

28 – 4

49 – 34

Just like magic ... Again

Subtract

P

$$\begin{array}{r} 6\ 9 \\ -\ 4\ 3 \\ \hline \end{array}$$

O

$$\begin{array}{r} 3\ 7 \\ -\ 3\ 2 \\ \hline \end{array}$$

E

$$\begin{array}{r} 5\ 3 \\ -\ 3\ 2 \\ \hline 2\ 1 \end{array}$$

I

$$\begin{array}{r} 2\ 9 \\ -\ \ \ 9 \\ \hline \end{array}$$

Y

$$\begin{array}{r} 8\ 8 \\ -\ 2\ 3 \\ \hline \end{array}$$

L

$$\begin{array}{r} 4\ 5 \\ -\ 3\ 2 \\ \hline \end{array}$$

T

$$\begin{array}{r} 5\ 9 \\ -\ 1\ 7 \\ \hline \end{array}$$

V

$$\begin{array}{r} 6\ 5 \\ -\ 2\ 5 \\ \hline \end{array}$$

G

$$\begin{array}{r} 7\ 7 \\ -\ 4\ 0 \\ \hline \end{array}$$

Use the answers and the letter on each lamp to solve the code

$$\overline{20} \qquad \overline{13}\ \overline{5}\ \overline{40}\ \overset{E}{\overline{21}} \qquad \overset{E}{\overline{21}}\ \overline{37}\ \overline{65}\ \overline{26}\ \overline{42}$$

Addition and subtraction

Add or subtract, then colour according the results

13 + 11

55 − 20

86 − 34

27 + 12

44 + 32

75 − 30

35

45

76

39

52

24

Colour the second half in the same colours

Colour the two halves in the same colours

In each of the following, colour one third

63

Solids

Colour the objects that are similar to the shape of the solid figure

Colour the item that is different in each row

Solids and shapes

Colour the rectangles in yellow, the squares in red, the circles in green and the triangles in blue

Colour the circles in blue

Draw a line to match each shape to its shadow

Colour the circles in orange
Colour the squares in green
Colour the rectangles in blue
Colour the triangles in purple
Colour the hearts in red
Colour the stars in yellow

Money

Join each one to its price

L.E. 22

L.E. 95

L.E. 78

L.E. 55

L.E. 34

Colour the one who has the most money

Colour the two horses that make the name of the day with the same colour

SU

SDAY

RSDAY

URDAY

SAT

THU

TUE

NDAY

Write the correct answer in the boxes provided

ACROSS

1. What is the day that comes directly after Sunday?

2. What is the day that comes directly before Wednesday?

3. What is the day that comes directly after Thursday?

4. What is the day that is between Saturday and Monday?

DOWN

5. What is the day that comes directly after Tuesday?

6. What is the day that is between Friday and Sunday?

7. What is the day that comes directly before Friday?

الماسى رياضيات (أنشطة لغات) / ١ ابتدائى / ترم ٢ (م : ١٠)

Length

Colour the tallest and the shortest in different colours in each group

Colour the tallest player in red and the shortest player in green

Measuring lengths

Draw and colour

a longer necklace

a shorter brush

a taller mushroom

Colour the objects and measure the length of each of them by using ✐ as a unit

Object	Measurement
	About [ ] ✐
	About [ ] ✐
	About [ ] ✐
	About [ ] ✐
	About [ ] ✐

77

Colour the graph below according to the number of each animal

6					
5					
4					
3					
2					
1					